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ABSTRACT

In 1990, a study was conducted of full-time faculty, deans, chairpersons, and academic administrators at the State University of New York (SUNY) community and technical colleges. The purpose of the study was to profile these groups and to identify future academic personnel replacement needs. A survey questionnaire mailed to SUNY's 30 community colleges and 6 technical and agricultural colleges, resulted in usable responses from 3,252 faculty members, 486 deans/chairpersons, and 78 administrators from the 36 colleges. The statewide full-time faculty response rate was 62%. A separate survey was sent to the institutional researcher at each college, requesting information on recent retirements to establish employment trends. Study results included the following: (1) faculty were 61% male and 92% white; (2) the master's degree was the highest degree held by 68% of the faculty; (3) 75% of the faculty reported being either extremely satisfied or quite satisfied with their position; (4) assuming the fulfillment of respondents' reported retirement plans, no growth, and a constant staffing ratio, faculty replacement needs by program were expected to range from 7% to 24% within 3 years, and from 16% to 57% by the year 2000; (5) SUNY administrators were 76% male and 86% white; (6) 25% of the administrators held master's degrees, 30% held doctorates of philosophy, and 32% doctorates of education; and (7) the replacement rate for administrators was expected to be 38% in the next 3 years. Recommendations for dealing with the need to replace more than half of SUNY's faculty and more than 75% of their administrators within the next 10 years are included. The survey instruments are appended. (JMC)

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A STUDY TO IDENTIFY ACADEMIC PERSONNEL REPLACEMENT NEEDS IN SUNY COMMUNITY COLLEGES AND TECHNICAL COLLEGES

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I. BACKGROUND

Introduction

1990, the year of the census, the beginning of a decade and a time to look ahead to the next century. On April 4, 1990, the Chronicle of Higher Education reported findings from various studies of faculty demographics, retirement trends and future demand that included the following:

. . . 64% more doctoral degree recipients needed to meet the projected faculty demand by 1997

. . . faculty retirement rates will increase by 25% to 40% over present rates by the year 2003

. . . campuses will need to hire 37% more new professors in 2003 than they did in 1989

. . . an increasingly large proportion of older faculty are in the humanities

. . . postsecondary enrollments are projected to increase in the 90's, at the same time that more than half of the nation's professors will be more than 50 years of age.

The Community, Technical and Junior College Times (May 22, 1990) reported summary statistics from a comprehensive survey completed by the National Center for Education Statistics (1990). It found community college faculty less well paid but more satisfied with their jobs than other college faculty. The same report described community college faculty nationally as 91% white and 62% male.

For the SUNY community colleges, it is particularly timely to take stock of the characteristics of academic faculty and administration. Most of the SUNY community colleges were founded in the 1950's and 60's and are entering a stage of maturity that allows (or forces) them to look beyond the earlier pressures of survival and growth and consider issues of maintaining and improving quality. The six SUNY two-year colleges of technology date from the early 1900's. Retirement rates and faculty replacement problems are also important to them in terms of planning for new programmatic directions and maintaining quality instruction since they often recruit faculty from the same talent pool as community colleges.

This study was undertaken to provide basic system-wide data to assist in the planning process. The study profiles full-time faculty, deans/chairpersons and academic administrators, focusing on the magnitude of future academic personnel changes and ways in which staffing needs may be addressed.

Procedures

Staff of the Two-Year College Development Center, School of Education, University at Albany, developed draft versions of questionnaires for full-time faculty, chairpersons/deans of departments or divisions, and presidents, vice presidents and deans with campus-wide responsibilities. Student affairs, library and other categories of instructional personnel were excluded from the study. In cooperation with the Office of Community Colleges, State University Central Administration, the instruments were reviewed by a data needs committee representative of institutional researchers and administrators across the state. Final printed versions in machine-scorable format were

mailed to each of the 30 SUNY community colleges and 6 SUNY agricultural and technical colleges in sufficient numbers for all full-time faculty, chairpersons and deans, and central academic administrators. The President of each college was asked to arrange for administration and return of the questionnaires to the Two-Year College Development Center during the spring 1990 semester. A separate survey was sent to the institutional researcher at each college requesting recent retirement data in order to establish actual trend lines. A copy of each form is appended to this report.

Usable returns were received from 3,252 faculty, 486 chairpersons/deans, and 78 central academic administrators from 36 community colleges and agricultural/technical colleges. The response rate for full-time faculty was approximately 62%. The return rate for department chairs, deans, and academic administrators was more difficult to estimate because of a lack of official numbers given the exclusions of this study. The number of deans/chairs respondents was approximately 1 for every 7 faculty; for central academic administrators the ratio was about 1 to 43 faculty. The faculty response rate for community colleges was 63%; for agricultural and technical college faculty 60%.

Response rates for individual colleges varied from 30% to 93%. The following table provides the frequency of usable responses from each college.

Table 1

Frequency of Responses by College

College	Faculty Number	% of total	Deans/Chair-persons	%	Admin.	%
Adirondack	67	2.1	8	1.7	2	2.6
Broome	156	4.8	28	5.8	1	1.3
Cayuga County	51	1.6	12	2.5	2	2.6
Clinton	27	.8	2	.4	-	-
Columbia-Greene	34	1.0	5	1.0	2	2.6
Community College of the Finger Lakes	58	1.8	4	.8	3	3.8
Corning	71	2.2	4	.8	4	5.1
Dutchess	68	2.1	22	4.5	5	6.4
Erie	228	7.0	2	.4	-	-
Fashion Institute	110	3.4	-	-	-	-
Fulton-Montgomery	28	.9	2	.4	3	3.8
Genesee	45	1.4	3	.6	1	1.3
Herkimer County	66	2.0	8	1.6	2	2.6
Hudson Valley	234	7.2	30	6.2	-	-
Jamestown	77	2.4	16	3.3	4	5.1
Jefferson	46	1.4	7	1.4	4	5.1
Mohawk Valley	120	3.7	31	6.4	2	2.6
Monroe	184	5.7	29	6.0	6	7.7
Nassau	161	5.0	15	3.1	4	5.1
Niagara County	119	3.7	14	2.9	1	1.3
North Country	25	.8	2	.4	3	3.8
Onondaga	107	3.3	1	.2	-	-
Orange County	64	2.0	15	3.1	2	2.6
Rockland	64	2.0	10	2.1	2	2.6
Schenectady County	27	.8	10	2.1	4	5.1
Suffolk County	139	4.3	46	9.5	7	9.0
Sullivan County	40	1.2	10	2.1	2	2.6
Tompkins-Cortland	36	1.1	6	1.2	2	2.6
Ulster County	63	1.9	4	.8	-	-
Westchester	107	3.3	-	-	-	-
Alfred	151	4.6	29	6.0	2	2.6
Canton	58	1.8	13	2.7	2	2.6
Cobleskill	87	2.7	14	2.9	3	3.8
Delhi	70	2.2	-	-	-	-
Farmingdale	144	4.4	74	15.3	1	1.3
Morrisville	87	2.7	8	1.6	2	2.6
	3219	100.0	484	100.0	78	100.0

NOTE: The number of valid responses to each item will vary due to missing data. The largest number of faculty who responded to any question was 3,252, deans-chairpersons, 486, and 78 central academic administrators. In this table, responses from 33 faculty and 2 deans/chairs are missing data.

II. RESPONDENT CHARACTERISTICS

The following data profile full-time faculty, chairpersons/deans and central academic administrators that responded to the survey.

Table 2

Demographic Characteristics of the Respondents

	Faculty	Deans/Chairs	Adminis.
Gender:			
Male	61.4%	74.1%	76.1%
Female	38.6%	25.9%	23.9%
Age:			
< 25 years old	.6%	.2%	-
26-30 years old	2.6%	.7%	1.4%
31-35 years old	6.4%	3.7%	1.4%
36-40 years old	13.2%	5.9%	8.2%
41-45 years old	19.4%	17.4%	23.3%
46-50 years old	22.1%	29.9%	24.7%
51-55 years old	17.1%	21.7%	23.3%
56-60 years old	11.1%	11.5%	11.0%
61-65 years old	5.4%	6.7%	5.5%
> 65 years old	2.2%	2.4%	1.4%
Ethnic Status:			
White, non-Hispanic	91.8%	90.9%	85.9%
Hispanic	1.1%	.4%	5.1%
Asian-Pacific Islands	1.1%	1.2%	-
Black, non-Hispanic	1.6%	1.6%	-
Native American	.4%	.2%	-
Missing data	4.0%	5.6%	9.0%

The gender of full-time faculty respondents is 61% male and 39% female, almost exactly matching the national data on community college faculty, 62% male and 38% female (National Center for Education Statistics, 1990). Male deans/chairpersons and administrators outnumber females by 3 to 1.

Regarding age, 35.8% of the faculty are more than 50 years of age while 42.3% of deans/chairs and 41.2% of administrators are more than 50 years of age. There are a few more faculty in the lower age categories; about 70% of administrators and deans/chairs are between 41 and 55 years of age as contrasted to 58.6% of the faculty respondents. The age category of 46-50 contains the largest percentage of individuals for all three groups.

There is little ethnic diversity within or among the groups as 90% or more of the faculty and dean/chairs report being white. Administrators are the exception, reporting 86% white.

When examining age by gender, female faculty respondents were found to have a mean age of 42 compared to males at 46. A higher percentage of female faculty respondents is found in each of the five youngest age categories.

Table 3

Faculty Gender by Age

	Female		Male	
Age in Years	N	%	N	%
25 or less	9	.8%	9	.5%
26 - 30	52	4.3%	29	1.5%
31 - 35	97	8.1%	103	5.4%
36 - 40	194	16.2%	220	11.4%
41 - 45	259	21.6%	347	18.0%
46 - 50	242	20.2%	449	23.3%
51 - 55	170	14.2%	365	19.0%
56 - 60	98	8.2%	243	12.6%
61 - 65	65	5.4%	106	5.5%
65	14	1.2%	52	2.7%
Total	1,200	38.4%	1,923	61.6%
				(3,123 = 100.0%)

NOTE: Mean age male = 46; female = 42.

As indicated in Table 4, 67% of the faculty have a master's degree and about 15% hold a doctoral degree. Administrators are more apt to have a doctorate (65%) than deans/chairpersons (26%). If all three groups are combined, more hold a Ph.D. degree than an Ed.D. degree, but as a group, slightly more administrators hold an Ed.D. degree than a Ph.D. degree.

Table 4

Professional Background of Respondents

	Faculty	Deans/Chairs	Admin.
Highest Degree Earned:			
Associate	2.6%	.7%	-
Baccalaureate	9.1%	4.8%	6.8%
Masters	68.0%	63.5%	25.7%
Certificate of Adv. Study	3.6%	2.8%	1.4%
Ph.D.	11.4%	20.2%	29.7%
Ed.D.	2.3%	4.6%	32.4%
D.A.	.4%	.4%	1.4%
J.D.	1.3%	.7%	1.4%
Other	1.3%	2.4%	1.4%
Years in Current Position:			
< 1 year	4.0%	10.6%	11.8%
1- 3 years	8.4%	22.2%	23.7%
4- 6 years	9.6%	21.7%	28.9%
7-10 years	11.5%	16.6%	22.4%
11-15 years	17.4%	10.8%	3.9%
16-20 years	17.9%	6.8%	6.6%
21-25 years	22.3%	5.0%	2.6%
> 25 years	8.9%	6.4%	-

More faculty have been in their position for a greater length of time than either deans/chairs or administrators. Sixty-seven percent (67%) of the faculty have been in their position 11 or more years contrasted with 29% of the deans/chairs and 13% of the administrators.

Approximately 64% of the administrators and 55% of the deans/chairs who responded have been in their position six years or less. Twenty-two percent (22%) of the faculty respondents are included in the six years or less categories.

As summed in Table 5, most faculty and deans/chairs, 77% and 73% respectively, have their highest degree in their teaching field. Administration, student affairs and other education related account for most of the other respondents. The major field of the degree varies for administrators. Nearly 38% have their highest degree in administration and 27% in their respective teaching fields. These data may reflect conscious decisions when seeking a career as a central academic administrator to earn a doctorate in administration. This contrasts to many chairpersons who come from the faculty and usually consider themselves more faculty than administration.

Table 5

Highest Degree Earned by Field

	In teaching field	Adminis-tration	Student Affairs	Other-Educ. Related	Other-Not Education Related
Faculty (N=3,152)	2,435 77.2%	101 3.2%	80 2.5%	413 13.1%	118 3.7%
Deans/Chairs (N=458)	334 72.9%	37 8.1%	8 1.1%	66 14.4%	12 2.6%
Administrators (N=74)	20 27.0%	28 37.8%	5 6.8%	15 20.3%	6 8.1%

Table 6

Current Position Held

Faculty		Deans/Chairpersons	Administrators	
Professor	33.7%	Hold faculty appointment 92%	President	31.7%
Assoc. Prof.	25.5%	Dean/chair single field 62.7%	Chief Academic Officer	36.5%
Asst. Prof.	25.9%	Dean/chair multi-field 37.3%	Dean of Inst.	6.5%
Instructor	14.5%		Assoc./Asst. Dean	23.8%
Lecturer	.4%			

Table 6 shows that one-third of the faculty respondents hold the rank of professor; associate and assistant ranks each account for another one-fourth of the respondents. Only 15% hold the rank of instructor or lecturer. Nearly all deans/chairs hold faculty rank; 63% head single as compared with multi-field departments. Of the administrator respondents, almost a third are presidents and more than one-third are chief academic officers. The remaining 30% hold the title of dean of instruction, associate, or assistant dean.

The percentage of effort allocated to teaching for deans and chairpersons is reported as follows:

13.5% none
27.7% 20% or less
27.0% 21% to 40%
20.4% 41% to 60%
11.2% 61% to 80%

Previous positions held by faculty respondents are summarized in the subsequent table.

Table 7

Previous Position of Faculty

Teaching, secondary schools	23.1%
Business/industry	22.9%
Teaching, four-year college	15.6%
Student	12.4%
Teaching, two-year college	10.8%
Government/public sector	9.4%
Self-employed	2.9%
Not employed	1.7%
Military	.9%

The data in Table 7 show that there has been no predominant source of faculty. Teaching in secondary schools and business/industry each account for more than 20%. Combining teaching in two-year and four-year colleges into one source accounts for 26% of the respondents. A previous position of student was listed by 12% of the respondents.

Table 8

Major Teaching Field of Faculty

Humanities	15.3%	Biological Sciences	5.8%
Business and Law	14.8%	Fine and Applied Arts	4.6%
Health Sciences and Tech.	10.9%	Human and Public Services	3.9%
		Computer Sciences	3.2%
Engineering Science and Tech.	10.4%	Hotel, Restaurant, Food Services	2.1%
Social Sciences	10.2%	Agriculture	1.7%
Mathematics	8.6%	Remedial-Developmental	.5%
Physical Sciences	6.1%		

Data in Table 8 profile faculty respondents in terms of major teaching field. Humanities and business have the highest percentages ($\pm$15%) of faculty followed by health, engineering and social sciences (>10%). Of all responding faculty, 94% teach in degree credit programs, 3% in certificate programs and 3% in non-credit programs.

III. CAREER PLANS AND IMPLICATIONS FOR PERSONNEL NEEDS

Table 9 provides details of the career plans of respondents at three time points. The data show that during the next three years, 75.6% of faculty, 60.9% of deans/chairs and 61.8% of administrators plan to continue in their current positions.

Table 9

Future Career Plans

		Next 3 Years	By 2000	By 2010
Continue in current position	Faculty	75.6%	43.5%	12.8%
	Deans/Chairs	60.9%	18.3%	4.1%
	Administrators	61.8%	13.2%	1.4%
Seek other position with education	Faculty	3.6%	11.0%	8.1%
	Deans/Chairs	4.9%	5.7%	2.8%
	Administrators	10.5%	11.8%	5.4%
Seek an administrative position or higher level administrative position	Faculty	2.0%	NA	NA
	Deans/Chairs	NA	12.9%	5.4%
	Administrators	NA	31.6%	8.1%
Seek a position in business, industry or appropriate field outside education	Faculty	2.8%	4.0%	3.2%
	Deans/Chairs	2.1%	6.8%	7.0%
	Administrators	1.3%	2.6%	4.1%
Return to full-time teaching	Faculty	NA	NA	NA
	Deans/Chairs	.3%	13.5%	5.9%
	Administrators	2.6%	10.5%	5.4%
Retire	Faculty	6.8%	28.1%	57.3%
	Deans/Chairs	9.4%	42.9%	73.9%
	Administrators	6.6%	30.3%	75.7%
Undecided/do something different depending on opportunities	Faculty	9.1%	12.9%	18.1%
	Deans/Chairs	12.4%	NA	NA
	Administrators	15.8%	NA	NA

NOTE: N=3,252 faculty, 486 deans/chairs, 78 administrators; NA = not asked of respondent group

By the year 2000, the number of continuing staff reduces to 43.5% of faculty, 18.3% for deans/chairs and 13.2% for administrators. In 20 years or by 2010, 12.8% of faculty, 4.1% of deans/chairs and 1.4% of administrators plan to continue in current positions. As shown in Table 9 the proportion of retirements predictably increases with time. However, other anticipated career alternatives also reduce the continuing numbers, such as "doing something different," holding a higher administrative position, or employed at another institution.

In view of these data, SUNY community and technical colleges will require replacements for about one-quarter of the current full time faculty within the next three years, about half by 1990 and more than 80% by 2010. The replacement rate for individuals currently serving as deans/chairpersons suggests a similar trend but in greater magnitude: 40% in the next three years, 82% by 1990 and 96% by 2010. Career plans of administrators are similar to deans/chairs but with some variance in replacement rate: 38% in the next three years, 87% by 2000 and 99% by 2010. Combining all career plans responses within the next decade, more than half of the faculty and more than 80% of administrators, deans and chairpersons positions will need to be recruited for and filled in order to maintain current staffing levels.

Not all of the vacancies in the next decade will be the result of retirement. About 28% of faculty, 56.5% of administrators, and 38.9% of deans/chairs hope to proceed or advance to other positions within and outside education. One alternative selected by more than 13% of deans/chairs and more than 10% of administrators is a return to full-time teaching. If this projection occurs within SUNY two year colleges, there will be some reduction of the projected faculty replacement rate.

Age as a Factor in Career Plans: Faculty

The primary factor related to replacement is age distribution of faculty, staff and administrators. As previously shown (Table 2), 58% of faculty, 66% of administrators and 72% of deans/chairs are currently more than 45 years of age. Retirement begins to emerge in importance as individuals reach 55 and older. Table 10 details plans of faculty respondents for the next three years by age category.

Table 10

Faculty Career Plans for Next Three Years by Age Category

Age	N	Continue Position	Seek Other 2 Yr.	Seek Other 4 Yr.	Seek Admin.	Retire	Business-Industry	Undecided
< 25	18	56%	6%	11%	11%	-	6%	11%
26-30	82	73%	1%	1%	2%	-	5%	17%
31-35	201	73%	5%	5%	3%	-	3%	11%
36-40	418	80%	2%	4%	2%	<1%	3%	9%
41-45	611	79%	1%	2%	3%	<1%	4%	11%
46-50	696	83%	1%	2%	3%	<1%	3%	9%
51-55	537	78%	1%	1%	2%	9%	3%	7%
56-60	347	68%	1%	1%	1%	21%	2%	7%
61-65	171	53%	1%	1%	1%	34%	2%	10%
> 65	68	49%	2%	-	-	43%	2%	6%

As expected, retirements begin as a career choice in the 51-55 age category. What may not be expected is the finding that nearly half of the respondents age 65 or older and slightly more than half of respondents age 61-65 plan to continue in their present position during the next three years.

The younger faculty members, age 25 or less, are more apt to be looking for other positions; only 56% expect to remain in their current

position during the next three years. However, by age 26, most of those who are still in their position appear to be planning to remain.

Table 11

Faculty Career Plans by the Year 2000 by Age Category

Age	N	Continue Position	Teach Elsewhere	Retire	Seek Outside Educ.	Seek Inside Educ.	Depends
< 25	18	33%	17%	6%	-	22%	22%
26-30	82	50%	13%	-	7%	12%	17%
31-35	198	53%	10%	1%	3%	13%	20%
36-40	415	61%	10%	1%	5%	9%	14%
41-45	606	60%	6%	6%	5%	9%	15%
46-50	694	52%	5%	21%	4%	5%	14%
51-55	535	29%	2%	49%	5%	2%	12%
56-60	344	20%	1%	68%	2%	2%	6%
61-65	171	6%	-	84%	1%	3%	6%
> 65	68	4%	-	78%	2%	4%	12%

Responses regarding career plans for the next decade reflect the general trend of increasing retirement rates in the higher age brackets, but the percentage of those who expect to continue in their current position is lower than shown for the previous, more immediate time frame (Table 10). Approximately 20% of respondents in most age categories view ten years in the future quite differently than three years hence. Still, only 78% of those who will be more than 75 years of age in the year 2000 expect to be retired.

Table 12

Faculty Career Plans by Year 2010 by Age Category

Age	N	Continue Teaching Position	Teach Elsewhere	Retire	Seek Outside Educ.	Change Within Educ.	Something Different
< 25	16	12%	12%	25%	-	38%	12%
26-30	79	35%	13%	1%	5%	24%	22%
31-35	191	33%	9%	11%	4%	13%	29%
36-40	412	28%	6%	28%	4%	11%	24%
41-45	604	16%	3%	59%	4%	5%	15%
46-50	675	8%	2%	69%	3%	4%	15%
51-55	523	5%	<1%	72%	3%	2%	19%
56-60	330	2%	<1%	75%	2%	1%	17%
61-65	167	<1%	-	83%	2%	<1%	14%
> 65	59	2%	-	70%	3%	-	25%

Twenty years in the future or 2010 will find a majority of respondents, 61 years of age or older at that time, to be retired. Retirements will account for an increasing proportion of the total potential replacement need (estimated 30% in 1993, 50% in 2000, and 70% in 2010). As shown previously however, a significant percentage within the older age categories are planning alternative employment.

The three youngest categories of respondents, 25 or less, 26-30, and 31-35, all appear to be less sure of remaining in their current position as the years pass. Typical responses are found in the 31-35 age category; 73% (Table 10) plan to continue during the next three years, 53% by 2000 (Table 11) and 33% by 2010 (Table 12) and retirement doesn't yet appear as a desirable alternative for many in that age group. However, more than 40% anticipate a change either within education or to something different.

Gender and age of faculty were examined to determine relationship to career plans. Given that female faculty are generally younger as a

group than male faculty, it was found that slightly more females, approximately 4%, plan to remain in their current position and fewer, about 7%, intend to retire by the year 2000 and 2010. On the other hand, more females tend to be undecided regarding their career plans than males (1%-3 years; 3%-2000; 4%-2010). Although not statistically significant, these subtle differences may suggest potential directions to be taken by faculty in the future.

Age as a Factor in Career Plans: Deans/Chairpersons

The career plans of deans/chairpersons reflect those shared by faculty. The following table details career plans of deans/chairpersons respondents for the next three years.

Table 13

Deans/Chairpersons' Career Plans for the Next Three Years by Age Category

Age	N	Current Position	Seek Other Position, 2 Yr. Coll.	Seek Other Position, 4 Yr. Coll.	Full-Time Teaching	Retire	Business & Industry	Undecide
< 25	1	100.0%	-	-	-	-	-	-
26-30	3	100.0%	-	-	-	-	-	-
31-35	10	58.8%	-	-	5.9%	-	5.9%	29.4%
36-40	16	66.7%	-	4.2%	8.3%	-	8.3%	12.5%
41-45	51	63.8%	2.5%	3.8%	12.5%	-	1.3%	16.3%
46-50	87	65.4%	9.8%	1.5%	9.8%	-	.8%	12.8%
51-55	59	60.2%	2.0%	-	11.2%	12.2%	1.0%	13.3%
56-60	22	43.1%	-	-	13.7%	37.3%	5.9%	-
61-65	17	56.7%	-	-	-	26.7%	-	16.7%
> 65	3	27.3%	-	-	18.2%	36.4%	9.1%	9.1%

In the next three years more than 27% of deans/chairs more than 65 years of age, plan to continue in their positions as do more than 57% of those aged 61-65, and more than 43% of those 56-60. Interestingly, a greater proportion of the 61-65 age group plan to continue than the

younger 56-60 age group. This, in addition to the 12% in the 51-55 age group who plan to retire, may indicate a trend for planning for an earlier retirement but almost equal percentages of that age category plan to return to teaching and are undecided.

Table 14

Deans/Chairperson Career Plans for the Years 2000 and 2010 by Age Category

Age	N	Continue Position	Other College	Retired	Outside Education	Full-Time Faculty	Higher Level Administration
<25	1	100.0%	-	-	-	-	-
26-30	3	33.3%	-	-	-	-	66.7%
31-35	10	23.5%	29.4%	5.9%	5.9%	17.6%	17.6%
36-40	16	29.2%	-	-	20.8%	16.7%	33.3%
41-45	51	30.8%	12.8%	3.8%	3.8%	23.1%	25.6%
46-50	87	14.8%	5.5%	32.8%	7.8%	20.3%	18.8%
51-55	59	15.6%	1.0%	64.6%	6.3%	10.4%	2.1%
56-60	22	9.8%	3.9%	76.5%	7.8%	2.0%	-
61-65	17	13.8%	-	86.2%	-	-	-
>65	3	-	-	100.0%	-	-	-
By the Year 2010							
<25	1	-	-	-	-	-	100.0%
26-30	3	33.3%	-	-	-	-	66.7%
31-35	10	25.0%	25.0%	-	18.8%	6.3%	25.0%
36-40	16	8.7%	-	56.5%	4.3%	8.7%	21.7%
41-45	51	3.9%	2.6%	64.5%	5.3%	17.1%	6.6%
46-50	87	4.5%	2.3%	73.7%	11.3%	3.0%	5.3%
51-55	59	2.1%	1.0%	86.5%	5.2%	4.2%	1.0%
56-60	22	-	-	88.2%	2.0%	5.9%	-
61-65	17	-	6.9%	89.7%	-	-	-
>65	3	-	9.1%	81.8%	-	-	-

For the next 10 and 20 years, plans to retire correlate with increased age. Other alternatives, such as return to full-time faculty status and/or seek other positions are important factors in the next decade for the current 40-50 year olds. Aspiration levels appear to be tempered by advancing age levels. Worthy of note is the smaller proportion of the 31-35 age group who aspire to higher administration levels in comparison to the 36-40 age group (for the year 2000).

Since it is unlikely that many people age 80 or more will be seeking positions in "Other Colleges," we assume that the responses of those age 61 - 65 and >65 in the year 2010, are probably response errors and should be added to the "Retired" column.

Age as a Factor in Career Plans: Administrators

The career plans of administrators are detailed in the following table.

Table 15

Administrators' Career Plans for the Next Three Years by Age Category

Age	N	Continue Position	Seek Other Position in 2 Years	Seek Other Position in 4 Years	Full-Time Teaching	Retire	Business & Industry	Undecided
< 25	-	-	-	-	-	-	-	-
26-30	1	-	-	-	-	-	-	100.0%
31-35	1	100.0%	-	-	-	-	-	-
36-40	6	16.0%	-	16.7%	16.7%	-	-	50.0%
41-45	16	68.8%	12.5%	-	-	-	-	18.8%
46-50	18	61.1%	11.1%	-	5.6%	-	-	22.2%
51-55	17	64.7%	11.8%	5.9%	-	11.8%	-	-
56-60	8	87.5%	-	-	-	12.5%	-	-
61-65	4	50.0%	-	-	-	50.0%	-	-
>65	1	-	-	-	-	-	100.0%	-

Of all responding administrators, 60% or more plan to continue in their position for the next three years but the percentages by category rank from 16% to 100%. Retirement for administrators becomes a factor with the 51-55 age group. Until age 51, a number of administrators indicate an indecisiveness about future plans.

Table 16

Administrators' Career Plans by the Years 2000 and 2010 by Age Category

Age	N	Continue Position	Seek Position in Other College	Employed Outside Education	Full-Time Teaching	Retire	Higher Level Administrative Position
< 25	–	–	–	–	–	–	–
26-30	1	-	-	-	-	-	100.0%
31-35	1	-	100.0%	-	-	-	-
36-40	6	-	33.3%	-	16.7%	16.7%	33.3%
41-45	17	11.8%	5.9%	-	17.6%	11.8%	52.9%
46-50	18	27.8%	16.7%	-	5.6%	5.6%	44.4%
51-55	17	17.6%	-	5.9%	5.9%	47.1%	23.5%
56-60	7	-	-	-	28.6%	71.4%	-
61-65	4	-	-	-	-	100.0%	-
> 65	1	-	-	100.0%	-	-	-
By the Year 2010							
< 25	-	-	-	-	-	-	-
26-30	1	-	-	-	-	-	100.0%
31-35	1	-	100.0%	-	-	-	-
36-40	6	16.7%	33.3%	16.7%	-	16.7%	16.7%
41-45	16	-	-	6.3%	12.5%	56.3%	25.0%
46-50	18	-	5.6%	-	11.1%	83.3%	-
51-55	17	-	-	-	-	100.0%	-
56-60	7	-	-	14.3%	-	85.7%	-
61-65	3	-	-	-	-	100.0%	-
>65	1	-	-	-	-	100.0%	-

Looking to the more distant future of 10 years, retirement begins to be a current factor for administrators nearing 40 years of age. Likewise, beginning with that age, the desire for higher level positions in administration increases before it abates with the 51-55 age category. By 2010, the most frequent plan for the 41 - 45 years old group is retirement although 25% of this group aspires to higher administrative levels. Only one of the respondents plans to continue in his/her current position by the year 2010.

Projected Vacancies: Magnitude and Teaching Fields

As previously indicated, during the next three years about 75% of the faculty plan to remain in their current positions, about 7% plan to retire and less than 2% plan to seek positions at other two-year colleges. The data were analyzed by primary teaching field to determine in what areas actual vacancies are most likely to occur. Table 17 presents these data by individual frequency for the respondents.

Retirement is only one segment of faculty replacement need during the next three years. By combining the various categories of plans to leave, including undecided, the replacement need levels can be estimated. Greatest replacement need (total less retirees) can be projected for business as 104 replacements, followed by engineering at 100, English and social science 82 and 88 vacancies respectively. Lower numbers of replacement are expected for mathematics with a potential of 50 positions; nursing, humanities, physical sciences, 38, 41, and 36 respectively. Other teaching areas project 30 or fewer positions.

Table 17

Faculty Responses to Career Plans - Next Three Years by Primary Teaching Field

Teaching Field	Continue	Seek 2 Yr.	Seek 4 Yr.	Seek Adm.	Retire	Seek Industry	Undecided	Total No.
Agriculture	38	-	1	2	5	4	3	53
Commercial Arts	52	1	1	3	5	1	8	71
Biol. Sciences	156	1	2	-	7	6	6	178
Business	318	10	5	10	38	14	27	422
Engineering	222	4	7	8	27	12	42	322
Computer Sci.	75	3	5	1	4	7	5	100
Dental Hygiene	28	1	-	1	1	1	6	38
English	240	4	8	3	26	6	35	322
Education	50	1	-	1	6	2	7	67
Fine Arts & Music	53	-	4	1	7	-	9	74
Hotel, Rest. & Food Sci. Home Econ.	47	2	-	1	4	6	5	66
Mathematics	216	7	7	6	17	1	14	268
Nursing	135	1	2	3	11	2	19	173
Other Humanities	124	1	5	4	15	5	11	165
Other Health Sciences	100	1	1	3	4	3	14	125
Physical Sciences	155	1	3	1	14	3	14	191
Public Serv. & Law	61	1	-	2	4	4	11	83
Social Sci.	228	1	15	10	16	10	36	316
Remedial Studies	32	3	2	2	3	1	4	47
	2,331	43	68	61	214	88	276	3,081

These projections, as well as those that follow Tables 18 and 19, are for the respondent group only. Since respondents are about 60% of the statewide population, actual numbers of vacancies could be significantly higher.

Table 18 summarizes career plans of respondents by teaching field to the year 2000.

Table 18

Faculty Responses to Career Plans by Year 2000 by Primary Teaching Field

	Teach Here	Teach Else-where	Retire	Seek Outside Educ.	Seek Within Educ.	Something Different	Total Numbe
Agriculture	24	1	12	3	3	8	51
Commercial Arts	28	1	22	2	6	12	71
Biological Sciences	86	5	50	12	8	18	179
Business	190	18	129	18	19	42	416
Engineering	132	17	96	20	16	41	322
Computer Science	38	9	21	8	6	18	100
Dental Hygiene	14	1	8	1	4	10	38
Education	24	2	18	3	8	12	67
English	130	21	89	11	22	44	317
Fine Arts & Music	27	7	23	3	6	8	74
Hotel, Restaurant, Foods, Home Economics	24	7	16	6	4	7	64
Mathematics	143	19	56	5	19	23	265
Nursing	65	5	56	5	16	26	173
Other Humanities	80	6	47	4	2	18	157
Other Health Sciences	58	2	33	4	11	18	126
Physical Sciences	89	8	54	5	7	27	190
Public Service & Law	34	5	26	2	4	12	83
Social Sciences	134	18	96	12	19	33	312
Remedial Studies	24	3	6	1	6	6	46
	1,344	155	858	125	186	383	3,051

Replacement need in the next decade tends to reflect the trend evidenced for the upcoming three-year period. The field of business continues with the greatest number of potential vacancies, 226, followed by engineering 190, English 187, social sciences 178, physical sciences 156, math 122, and nursing 108 open positions. Vacancies can be estimated for biological sciences at 93, humanities at 77, and computer science at 62. Replacement need projections for other fields are 50 vacancies or less.

Table 19

Faculty Responses to Career Plans for Year 2010 by Primary Teaching Field

Teaching Field	Teach Here	Teach Elsewhere	Retire	Seek Outside Educ.	Seek Within Educ.	Somewhat Different	Total Number
Agriculture	4	1	23	3	4	14	49
Commercial Arts	5	1	32	5	2	23	68
Biological Sciences	17	5	114	3	9	28	176
Business	64	7	247	11	16	65	410
Engineering	35	4	185	15	21	56	316
Computer Science	15	5	53	4	5	17	99
Dental Hygiene	4	-	24	-	2	8	38
Education	5	1	34	3	6	15	64
English	30	17	179	5	14	60	305
Fine Arts & Music	6	4	32	7	4	19	72
Hotel, Restaurant, Foods, Home Economics	10	2	29	8	5	11	65
Mathematics	44	15	160	3	12	29	263
Nursing	14	2	106	4	10	30	166
Other Humanities	27	3	85	5	6	21	147
Other Human Sciences	21	-	63	5	9	25	123
Physical Sciences	26	2	110	4	10	34	186
Public Service & Law	11	2	45	2	5	17	82
Social Sciences	43	9	177	7	12	58	306
Remedial Studies	5	2	23	1	7	9	47
	386	82	1,721	95	159	539	2,982

When looking ahead 20 years to 2010, fields in which the greatest number of vacancies are expected to occur generally follow those that have been noted at previous time points. Business may lose 346 of the total current respondents of 410, or an 84% replacement rate within 20 years; engineering, 281 out of the current 316 or an 88% replacement rate; social sciences 263 out of the current 306 or an 85% replacement rate; English 275 out of 305, or a 90% replacement rate. Although actual frequency is substantially lower than the numbers for business, the fields of engineering, social science, and English also project a large proportion ($>$ 80%) of current staff as vacancies. The reader is again reminded that vacancy frequencies are based on the respondent group. Actual vacancies may be higher but replacement percentage rates may be generalizable to the population.

Projections by Regions. In order to make geographical comparisons, responding colleges were divided into six regions as detailed below.

Capital District -

Adirondack Community College
Columbia-Greene Comm. College
Fulton-Montgomery Comm. College
Hudson Valley Community College
Schenectady Co. Community College
SUNY College of Agriculture & Technology, Cobleskill

Central -

Broome Community College
Cayuga County Comm. College
Corning Community College
Herkimer Co. Comm. College
Mohawk Valley Comm. College
Onondaga Community College
Tompkins-Cortland Comm.Coll.
SUNY College of Tech., Delhi
SUNY College of Ag. & Tech. Morrisville

Mid-Hudson -

Dutchess Community College
Orange Co. Comm. College
Rockland Community College
Sullivan Co. Comm. College
Ulster Co. Comm. College
Westchester Comm. College

Western -

Erie Community College
Genesee Community College
Jamestown Community College
Monroe Community College
Niagara Co. Comm. College
SUNY Coll. of Tech., Alfred
Comm. Coll. of Finger Lakes

Northern -

Clinton Community College
Jefferson Community College
North Country Comm. College
SUNY College of Technology, Canton

New York City/Long Island -

Fashion Inst. of Technology
Nassau Community College
Suffolk Co. Comm. College
SUNY College of Technology, Farmingdale

As shown in Table 20, without regard to age, career plans are fairly similar across all regions of the state. During the next three years approximately 75% of the faculty in each region will remain in their current position. This number drops to a range of 39% to 48% for the year 2000 and to a range of 7% to 17% by the year 2010. In ten years, about half of the faculty in each region may have to be replaced; in 20 years about 85% to 90%.

Table 20

Faculty Career Plans - Next Three Years by Region

Region	Continue Pres. Pos.	Seek New Position in 2 Yrs.	Seek New Position in 4 Yrs.	Seek Administrative Position	Retire	Business/ Industry	Undecided
Capital Region	74%	1%	1%	3%	7%	4%	10%
Mid-Hudson	73%	2%	2%	2%	8%	3%	10%
Northern	71%	2%	1%	1%	9%	3%	12%
Central	75%	2%	3%	2%	6%	2%	10%
Western	78%	1%	2%	1%	5%	3%	8%
New York City/ Long Island	77%	1%	3%	3%	9%	1%	6%

N=3,205

Faculty Career Plans - Year 2000 by Region

Region	Teach Here	Teach Elsewhere	Retire	Seek Position Outside Education	Seek Position Inside Education	Something Different
Capital Region	42%	3%	28%	4%	8%	14%
Mid-Hudson	39%	4%	32%	5%	6%	15%
Northern	40%	5%	33%	7%	6%	9%
Central	42%	7%	26%	4%	7%	14%
Western	47%	5%	26%	4%	5%	13%
New York City/ Long Island	48%	4%	31%	3%	5%	9%

N=3,189

Faculty Career Plans - Year 2010 by Region

Region	Teach Here	Teach Elsewhere	Retire	Seek Position Outside Education	Seek Position Inside Education	Something Different
Capital Region	11%	2%	55%	2%	6%	22%
Mid-Hudson	10%	3%	62%	4%	6%	15%
Northern	7%	4%	61%	6%	8%	15%
Central	11%	4%	56%	3%	5%	20%
Western	15%	2%	57%	3%	5%	17%
New York City/ Long Island	17%	3%	56%	3%	5%	16%

N=3,109

The New York City/Long Island region is at the upper end of percentages who plan to continue teaching in their current positions and at the lower end of the regional percentages of faculty seeking "Something Different".

Local Replacement Estimates. Administrators and deans/chairs were requested to estimate the number of future vacancies expected. The estimates are summed in Tables 21 and 22 by the percent of respondents who indicated each vacancy range alternative.

Table 21

Percent of Administrators Indicating Numbers of Faculty Needed in Next Three Years by Region

	Anticipated Number of Vacancies			
Region	1-3	4-6	7-10	11-20
Capital Region	12%	42%	33%	8%
Mid-Hudson	18%	18%	27%	18%
Northern	44%	44%	-	11%
Central	29%	36%	21%	7%
Western	21%	24%	36%	7%
NYC - Long Island	-	18%	12%	27%

The largest percentage of administrators indicating vacancies in the 1-3 and 4-6 categories is from the Northern Region where the colleges tend to be smaller. Seventy-five percent of the administrators in the Capital Region responded in the 4-6 and 7-10 categories, as did 60% from the Western Region and 57% of administrators in the Central Region. About 30% of New York City-Long Island administrators project up to ten vacancies in the next three years but 27% suggest that replacements will range as high as 11-20 within the next three years. This may be a function of larger colleges in the region; their percentages of faculty who plan to continue teaching (Table 20) are generally higher than the other regions.

Table 22

Percent of Deans/Chairpersons Indicating Numbers of Faculty Needed by September 1990 and Next Three Years by Region

Region		Anticipated Number of Vacancies			
		1-3	4-6	7-10	11-20
Capital Region	9/90	90%	7%	4%	-
	3 years	83%	13%	5%	-
Mid-Hudson	9/90	82%	8%	4%	2%
	3 years	83%	9%	4%	4%
Northern	9/90	92%	-	4%	-
	3 years	91%	4%	-	-
Central	9/90	95%	-	-	-
	3 years	82%	11%	4%	-
Western	9/90	88%	8%	-	-
	3 years	83%	12%	3%	-
New York City/ Long Island	9/90	84%	10%	4%	-
	3 years	83%	8%	4%	5%

The number of vacancies projected by more than 80% of deans/chairpersons in the six regions generally fall in the range of 1-3 positions within their respective program areas, both for the next academic year and within the next three years. Discrepancies in perspective of vacancies between administrator and deans/chairpersons are congruent with the role and perspective that each holds within their respective college positions.

To further determine the magnitude of replacement, deans/chairs and administrators were requested to provide some indication of the percentage of vacancies that could be expected to be filled by part-time faculty. Estimates are summarized by percent of respondents.

Table 23

Percentage of Deans/Chairs and Administrators' Indications of Vacancies Expected to be Filled by Part-Time Faculty

	None	1-10%	11-24%	25-49%	50-74%	75%+
Capital Region						
Chairperson/Dean	62%	10%	5%	6%	6%	11%
Administrator	33%	42%	8%	8%	8%	-
Mid-Hudson						
Chairperson/Dean	30%	20%	6%	11%	13%	20%
Administrator	60%	20%	-	20%	-	-
Northern						
Chairperson/Dean	46%	29%	8%	4%	4%	4%
Administrator	22%	56%	11%	11%	-	-
Central						
Chairperson/Dean	38%	19%	10%	4%	13%	14%
Administrator	21%	21%	36%	14%	7%	-
Western						
Chairperson/Dean	44%	16%	6%	10%	14%	8%
Administrator	36%	36%	14%	7%	7%	-
NYC-Long Island						
Chairperson/Dean	30%	20%	6%	11%	11%	22%
Administrator	9%	36%	18%	18%	18%	-

In four regions, Capital, Northern, Central and Western, the general expectation for replacement by part-time faculty would not exceed 10%, Capital District, Northern, Central and Western. In the Mid-Hudson Region, 20% of the administrators and 50% of the deans/chairs expect that more than 10% of the vacancies might be filled by part-time faculty. In the New York City-Long Island area, fewer administrators expect that none of the vacancies will be replaced by part-time faculty; 22% of deans/chairs appear to expect that more than 75% might be so filled. The differences by region for this projection might be a function of the availability of part-time faculty and the ease in which qualified individuals can be found to fill those positions. Overall the responses seem to indicate that the intent is not to meet the replacement demand by a significant increase of part-time faculty.

Projected Replacement Needs by Teaching Field

Replacement numbers shown in Table 24 are derived from data provided by faculty regarding career plans. The intent is to increase the reality of projected replacements and to show the impact by subject field. For purposes of this synthesis, it is assumed that all retirements will take place as indicated in Tables 17, 18 and 19. It is further assumed that 50% would actually achieve their stated career alternatives, new position, industry, etc., within the given time frames. Based on these assumptions, the scope of replacements needed range from 8.4% of the respondents (biological sciences) to 22% of the respondents (engineering) in the next three years with an average rate of 16.3% across fields. In 10 years, faculty replacements range from 30.1% (commercial arts) to 47.4% (nursing), with an average rate of 41.2%. The data for the year 2010 ranges from to 64.6% (hotel,

Table 24

Projected Faculty Replacement Needs by Teaching Field

	Next 3 Years		Year 2000		Year 2010	
	N	% of Respondents	N	% of Respondents	N	% of Respondents
Agriculture	10	18.9%	20	39.2%	34	69.4%
Commercial Arts	12	16.9%	22	30.1%	50	73.5%
Biological Sciences	15	8.4%	72	40.2%	145	82.4%
Business	71	16.8%	178	42.8%	297	72.4%
Engineering	64	22.7%	143	44.4%	233	73.7%
Computer Science	15	15.0%	42	42.0%	69	69.7%
Dental Hygiene	6	15.8%	16	42.1%	29	76.3%
Education	12	17.9%	31	46.3%	47	73.4%
English	54	16.8%	138	43.5%	227	74.4%
Fine Arts & Music	14	18.9%	35	47.3%	49	68.1%
Hotel, Restaurant, Foods, Home Economics	11	21.2%	28	43.8%	42	64.6%
Mathematics	35	13.1%	89	33.9%	190	72.2%
Nursing	25	14.5%	82	47.4%	129	77.7%
Other Humanities	28	16.9%	60	38.2%	102	69.4%
Other Health Sciences	15	12.0%	51	40.5%	83	67.7%
Physical Sciences	25	13.1%	78	41.1%	135	72.6%
Public Service and Law	13	15.7%	38	45.8%	58	70.7%
Social Sciences	52	16.5%	137	43.9%	220	71.9%
Remedial Studies	9	19.1%	14	30.4%	33	70.2%

NOTE: N = Projected numbers. Projections based on actual numbers indicating retirement plus 50% of those indicating career alternatives.

Since the estimated frequencies are a function of the number of survey respondents, the actual number of vacancies may be approximately 60% higher for the current total population.

restaurant, food, home economics) to 77.7% (nursing), with an average rate across fields of 72.1%. As noted at the bottom of the table, the numbers and percentages are a function of the number of respondents in each field. Actual numbers of vacancies in each field may be approximately 60% higher when generalized to the total population of full-time faculty.

Another factor to be considered is the extent to which faculty replacements might be filled with part-time staff. The use of estimates provided by administrators and deans/chairs (Table 23), results in an average rate of 16%. If that rate for part-time faculty is applied to the above table, the replacement needs would be reduced proportionately for each time point.

Applying the same assumptions to the expressed career plans of administrators and deans/chairpersons, a similar pattern is observable. Anticipated replacements are approximately 20% in the next three years, more than 50% in the next decade and almost 80% by 2010.

Table 25

Projected Administrator and Dean/Chairperson Replacement Needs

	Next Three Years		Year 2000		Year 2010	
	N	Percent of Respondents	N	Percent of Respondents	N	Percent of Respondents
Deans/Chairpersons	111	22.8%	271	55.8%	56	77.9%
Administrators	16	20.5%	42	53.8%	61	78.2%

NOTE: N = Projected numbers. Projections based on numbers indicating retirements plus 50% of those indicating career alternatives.

Since the estimated frequencies are a function of the number of survey respondents, the actual number of vacancies may be significantly understated.

IV. RECENT RETIREMENT TRENDS ON CAMPUSES

Retirement History

To establish a historical trend line regarding faculty retirement, a retirement history for four years beginning with 1986 was compiled from individual college records. Based on information provided by 30 Offices of Institutional Research at 30 colleges, 106 faculty members retired in the academic year of 1986-87. Of these retirees, 16% were 50-55; 16% 56-60; 46.2% 61-65; and 13.2% 66-70. Fifteen years of service at the college from which they retired were reported by 11.3%; 43.4% reported 16-20 years; 36.8% 21-30 years; 7.5% 31-40 years and 1% more than 40 years. Of this retiring group, 66.3% were male and 33.7% were female. During the following academic year (1987-88), 94 faculty members retired. Of these, 9.3% were less than 50 years of age; 17.4% 50-55; 29.1% 56-60; 27.9% 61-65; 11.6% 66-70; and 4.7% more than 70.

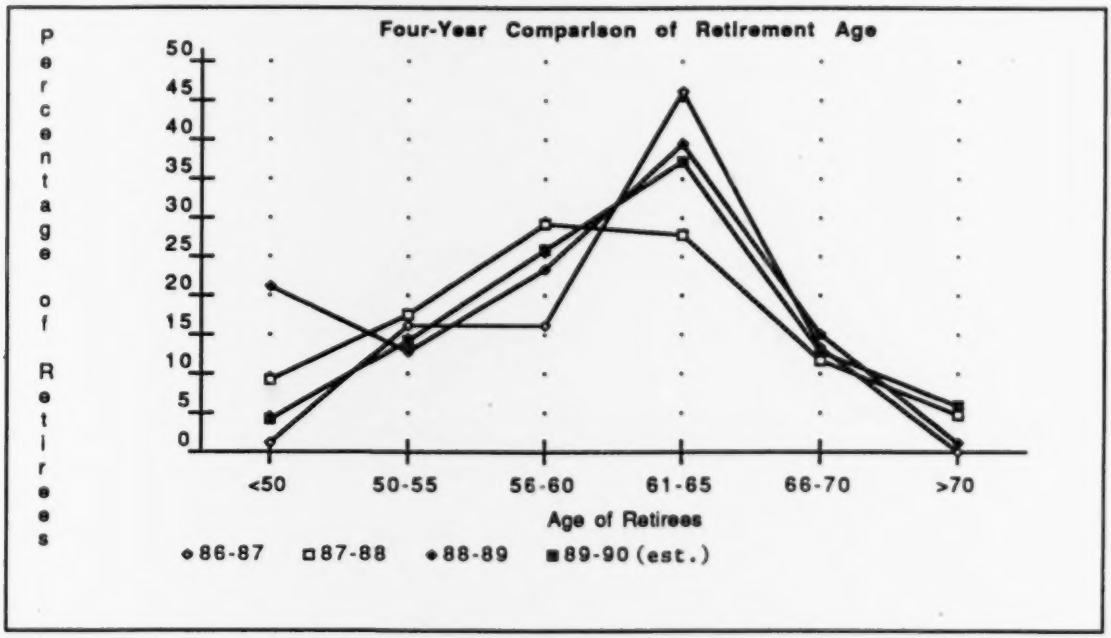
Comparing retirees of 1987-88 to 1986-87, a wider age range is evidenced. The years of service were similar as 18.6% had up to 15 years of experience at the college from which they retired; 29.1% 16-20; 46.5% 21-30; 4.7% 31-40; and 1.2% more than 40 years at the institution. Similar to the previous year (1986-87), 61.6% were male and 36.4% were female. This ratio reflects the overall faculty ratio in terms of gender.

In 1988-89, the total number of faculty who retired numbered 93. Ages reported included 21.2% as less than 50 years; 12.8% 50-55; 23.4% 56-60; 39.4% 61-65 and 14.9% 66-70; and 1.1% more than 70 years. In comparison to previous years, 1988-89 saw an increase in the percentage of retirees younger than 50 but continued the trend of greatest frequency of retirement from age 56 to 65. In terms of the number of

years served at the college from which they retired, 23.1% had up to 15 years; 32.9% 16-20; 27.7% 21-30; and 14.9% 31-40. The years of service showed growth at the 21-30 and 31-40 level in 1988-89, and in the 31-40 years when compared to 1986 and 1988. Again the gender ratio reflected the general male to female faculty ratio (males 65.9%; females 34.1%).

An estimated number of retirements was provided for the 1989-90 academic year. Projections ranged from 70-85 overall, fewer than previous years. Within these projections, 4.3% were less than 50 years old; 14.3% 50-55; 25.7% 56-60; 37.1% 61-65; 12.9% 66-70 and 5.7% greater than 70. The years of service at the college from which they planned to retire showed that 17.1% had up to 15 years of service; 24.3% 16-20; 57.1% 21-30; and 2.9% 31-40 years. Males constituted 70% and females 30% of potential retirees.

The history of retirement is depicted in the following graph. As indicated, the common or most frequent age range of retirement is 61-65 with increases beginning to emerge in the 56-60 age category in later



years. No information is available regarding retirements of individuals less than 55 years of age. Often thought of as early retirements, they may be due in part to disability situations or opportunities to vest and change careers.

Table 26

Retirements and Teaching Fields

Teaching Field	Number of Retirements ≥5
1986-87:	
Humanities (including Remedial Studies)	18
Nursing & Allied Health	16
Engineering Technologies	14
Business/Accounting	12
Behavioral & Social Sciences	10
Physical & Biological Sciences	7
Agriculture & Natural Resources	7
1987-88:	
Business/Accounting/Office Technologies	17
Nursing & Allied Health	14
Humanities (including Remedial Studies)	13
Behavioral & Social Sciences	10
Mathematics	8
Physical & Biological Sciences	7
Engineering Technologies	6
1988-89:	
Business/Accounting/Office Technologies	14
Mathematics	12
Engineering Technologies	12
Behavioral & Social Sciences	7
1989-90 (projected):	
Mathematics	11
English	9
Business/Accounting	6
Nursing	6

NOTE: Does not list teaching fields with 5 or fewer reported retirements such as Physical Education, Fine Arts among others.

The most frequently reported teaching fields of retirees are summarized in Table 26. Although a number of single or individual retirements were reported in a specific teaching area, only those fields with more than five retirements are shown for each academic year.

Based on these retirement data, an average annual faculty retirement rate is calculated at 1.9% in terms of the number of the full-time faculty at the 30 colleges that provided retirement history information. Using this rate with all 36 SUNY community and technical colleges, approximately 102 retirements can be projected annually. Given the reported career plans and age levels of the survey respondents at these same 36 institutions, the annual retirement rate can be expected to increase to about 4% by 1995.

V. FACULTY SHORTAGES AND RECRUITMENT APPROACHES

Reported Shortages

In order to pinpoint sources of shortages, the questionnaire asked deans/chairs and administrators to indicate fields where recent shortages have occurred. The frequency of occurrence by college is reported in Table 27. Deans/chairs and administrators reported recent shortages of qualified nursing faculty candidates at 14 colleges. Electrical/electronic engineering shortages were reported by deans/chairs at 10 colleges and administrators at 14 colleges, civil engineering by deans/chairs at 6 and administrators at 7 colleges, mechanical engineering by deans/chairs at 11 and administrators from 12 colleges. Ten colleges were represented by deans/chairs reporting qualified mathematics faculty shortages and 7 by administrators. Shortages were reported for computer science and technology faculty by deans/chairs at 16 colleges and administrators at 9 colleges.

Reported shortages by 25% or more of the colleges (>9) by either deans or administrators result in identification of computer sciences/technologies, electrical engineering science/technologies, mechanical engineering/technologies, and nursing. Deans/chairs at more than 25% of the colleges also identify shortages in the physical and health sciences. These fields also ranked high in the recent retirement trends reported previously in Table 26, however the business field was more evident in recent trends than in these data.

Table 27

Reported Shortages of Qualified Faculty by Administrators and Deans/Chairs and the Number of Colleges Represented

Program Area	Number of Colleges Deans/Chairs	Number of Colleges Administrators
Agriculture, Forestry & Conservation	2	3
Applied/Commercial Arts	2	2
Anthropology	2	1
Architecture & Related Professions	2	1
Biological Sciences	4	4
Broadcasting/Communications Technologies	3	2
Business	7	5
Civil Engineering Science & Technologies	6	7
Computer Sciences & Technologies	16	9
Dental Hygiene	3	1
Developmental/Remedial Studies	6	1
Education	2	-
Electrical/Electronic Engineering Science & Technologies	10	14
English	3	-
Fine Arts	3	1
Foreign Languages	4	-
Home Economic, Food Science & Tech.	1	1
Hotel & Restaurant Technologies	5	7
Law	-	1
Library Services & Professions	2	5
Mathematics	10	7
Mechanical Engineering Sciences & Tech.	11	12
Music	2	1
Nursing	14	14
Other Engineering Technologies	7	4
Other Health Science Technologies	9	6
Other Liberal Arts/Humanities	5	2
Philosophy	2	-
Physical Sciences	12	3
Psychology	7	1
Public Services & Professions	3	-
Sociology	2	2
Veterinary & Animal Sciences	1	-
Other Social & Behavioral Sciences	8	1

NOTE: N = 36 colleges

Recruitment of Qualified Faculty: Strategies and Sources

As shown in Table 28, when meeting faculty replacement needs in recent years, more than 50% of administrators find the Chronicle of Higher Education or other similar national papers to be the most successful recruitment strategy, followed by statewide newspapers as second most successful. More than 26% of deans/chairs indicated local newspapers as the most successful, followed by peer-to-peer networking (19%) as the second most successful strategy. However, more than 18% of the deans/chairs also identified the Chronicle or other national newspapers as a most successful recruitment strategy.

Table 28

Successful Recruitment Strategies

Administrators		Deans/Chairpersons	
Most Successful:		Most Successful:	
56.9%	Chronicle/national papers	26.2%	Local newspapers
16.7%	Local newspaper	19.0%	Peer-to-peer networking
13.9%	Statewide newspapers	18.6%	Chronicle/national papers
5.6%	Peer-to-peer networking	14.3%	Don't know
2.8%	Professional associations	10.3%	Professional association/journal
4.2%	Don't know	8.4%	Selected newspapers in State
		1.9%	College placement service
		.4%	Selected business/area employers
Second Most Successful:		Second Most Successful:	
28.8%	Statewide newspapers	21.4%	Local newspapers
16.4%	Local newspaper	19.0%	Peer-to-peer networking
16.4%	Chronicle/national papers	18.6%	Don't know
16.4%	Peer-to-peer networking	12.3%	Chronicle/national papers
12.3%	Professional associations	10.9%	Selected newspapers in State
1.4%	College placement	3.9%	Selected business/area employers
8.2%	Don't know	.4%	College placement service

NOTE: N = 78 administrators; N = 486 deans/chairpersons

When the ratio of applicants to vacancies experienced in the past three years was requested, 44.3% of the administrators estimated a range from 10:1 to 20:1. Of the deans/chairs, 22.1% estimated the ratio of applicants to vacancies ranges at 2:1 to 5:1, but 42.9% mirrored the administrators estimates of 10:1 to 20:1. More than 24% of administrators estimate applicant to vacancy ratio at more than 20:1 as do more than 20% of deans/chairs. About 30% of administrators and 22% of deans/chairs were not able to provide estimates. With the exception of program areas reporting faculty shortages, it appears that for most vacancies an acceptable number of candidates have been available for consideration.

Table 29

Average Ratio of Applicants to Vacancy during Past Three Years

Administrators		Deans/Chairpersons	
0	2:1	8.2%	2:1
0	5:1	13.9%	5:1
15.7%	10:1	19.7%	10:1
28.6%	20:1	13.2%	20:1
12.9%	30:1	6.9%	30:1
11.4%	30:1	13.6%	30:1
31.4%	Don't know	22.5%	Don't know

NOTE: N = 78 administrators; N = 486 deans/chairpersons

The deans/chairpersons and administrators were also requested to identify the sources of their most recently hired faculty. The question listed eight sources to indicate "yes or no" regarding recent use of each source. The responses are summarized in Table 30.

Table 30

Sources of Most Recently Hired Faculty

Source	Frequency of Use			
	Deans/Chairs	Rank	Administrators	Rank
Graduate schools	39.4%	3	63.2%	3
Business & industry	50.2%	1	70.6%	2
Secondary schools	26.9%	6	44.1%	5
Other two-year colleges	39.5%	2	79.1%	1
Four-year colleges	34.9%	4	55.2%	4
Self-employed/private practice	31.8%	5	35.3%	6
Government/public sector	17.4%	7	25.0%	7
Military	2.2%	8	1.5%	8

NOTE: Multiple responses reported.

Responses of the two groups, although somewhat different in frequency percentages, are quite similar in terms of rank order. The three sources used most frequently are other two-year colleges, business and industry and graduate schools. Four-year colleges rank fourth in both groups. Government/public sector and the military are ranked seventh and eighth by both groups. The difference between groups in ranking of any one source is not more than one.

The high ranking of business and industry seems inconsistent with the low rating given business/local employers as a successful recruitment strategy (Table 28). It is assumed that colleges advertise vacancies in local newspapers and often candidates respond who are currently employed in business and industry but the business or industry was not the location of the position vacancy listing.

VI. FACULTY SATISFACTION, PROFESSIONAL DEVELOPMENT PREFERENCES AND ADEQUACY OF PREPARATION

Since job satisfaction is a factor related to job persistence, the faculty questionnaire asked respondents to rate their satisfaction with their current position on a four-point scale. These data are summarized in Table 31.

Table 31

Faculty Satisfaction with Current Teaching Position

Extremely Satisfied	27.4%	Somewhat Satisfied	20.0%
Quite Satisfied	47.7%	Not Satisfied	4.7%

The findings point to a relatively high satisfaction level existing for about 75% of the faculty. This is consistent with the results of a national study (NCES, 1990). These satisfaction data were also analyzed by age and years of teaching with very similar results, although older faculty tend to be slightly more satisfied than younger faculty. For example, with faculty age 61 or older, the percentage in the higher two satisfaction choices was about 85% as compared to the general 75% level.

Faculty satisfaction responses were also analyzed by the variables of years of teaching at this location, previous position, gender, principal teaching field and career plans. Using an arbitrary criterion that "somewhat satisfied" + "not satisfied" = 33.3% or more, only one teaching field was identified as having less satisfied faculty (37.5%). Regarding satisfaction and career plans, those least satisfied were more

likely to be looking for a change, or be undecided and less likely to plan to remain in their current positions.

Another item asked faculty to identify the least satisfying aspect of their position. Seven options were given as shown in Table 32.

Table 32

Least Satisfying Aspect of Your Teaching Position

	Frequency Percentage
College committee work	58.5%
Research/scholarship	11.1%
Dealing with the needs of diverse student body	9.8%
Community and service work	9.3%
Academic advising	7.3%
Keeping updated in my content area	1.8%
Teaching	1.0%
Missing data	1.2%

Happily, for faculty at institutions that pride themselves as valuing teaching, only 1% of the respondents indicated teaching as the least satisfying part of their position. The responses indicate that committee work clearly heads the list of least satisfying tasks. Yet much of the college's governance system depends on committee work. Perhaps committee work is a necessary evil that needs to be examined by administrators, deans and chairpersons in terms of how faculty morale might be improved and still accomplish tasks. It is doubtful that most faculty would like to have less of a role in governance.

In addition to satisfaction, faculty were asked for their preferred focus for professional development. Eight options were offered as shown in Table 33.

Table 33

Priority Focus for Professional Development Opportunities

Focus	Frequency Percent
Subject/content updating in my field	26.6%
Increasing teaching effectiveness	24.1%
Conference/travel support	23.1%
Use of technology in instruction	12.8%
Research procedures/support	5.5%
Personal health and wellness	3.5%
Assessment methods	2.7%
Advising strategies	1.5%

The three preferences indicated most frequently were subject or content updating, increasing teaching effectiveness and support for travel and conference participation. Since none of the items drew a majority of the responses, these data may indicate what topics to avoid when planning professional development opportunities for a total faculty. Subject/content updating and teaching effectiveness are recurring findings of higher priority for professional development (Winter & Fadale, 1983). It is doubtful that anyone would turn down conference/travel support if more funds were available for that activity.

The responses were also analyzed by four other variables: major teaching field, faculty rank, number of years teaching at current institution and previous position. Relationships were sought using an arbitrary figure of one-third or more faculty selecting any one priority focus. This resulted in the following list of teaching fields and foci:

Teaching Field		Professional Development Preference
Agriculture	43.1%	- Updating in subject content
Biological Sciences	36.9%	
Computer Science	46.5%	
Mechanical Engineering	44.7%	
Other Engineering Tech.	45.3%	
Mathematics	34.0%	- Increasing teaching effectiveness
Hotel Restaurant, & Food Science	40.0%	- Conference/travel support

None of the faculty ranks or categories of years teaching at this institution met the one-third criterion but one category of previous position, not employed, rated increasing teaching effectiveness as a top priority (38.5%).

Preparedness of Recently Employed Faculty

Administrators and deans/chairpersons were asked for their assessment of the preparation of recently hired faculty in order to examine a qualitative dimension of faculty recruitment. The summary responses are presented in Table 34.

Table 34

Perceived Preparation of Recently Employed Faculty

Factor	Well Prepared	Acceptable	Marginal
Subject area/content			
Deans/Chairs	78.5%	18.6%	2.2%
Administrators	87.1%	12.9%	-
Teaching			
Deans/Chairs	46.1%	48.1%	5.1%
Administrators	37.7%	59.4%	2.9%
Student needs & characteristics			
Deans/Chairs	42.9%	48.1%	8.3%
Administrators	20.3%	65.2%	14.5%
Commitment to community/technical college			
Deans/Chairs	50.6%	40.2%	8.6%
Administrators	37.7%	47.8%	14.5%

At least three of four deans/chairs and administrators perceived recently hired faculty as well prepared in knowledge of subject area/content. Regarding teaching and student characteristics, more deans/chairs and especially more administrators, rated recently hired teachers as acceptable rather than well prepared. The two groups are less in agreement on commitment to community/technical college. About 50% of deans/chairs' ratings of this factor was as well prepared contrasted with 37.7% of the administrators.

These data were also analyzed with the variable of source of recent new faculty (Table 30). Overall no statistically significant relationships were found but several trends can be reported. In general, the differences between administrators and deans/chairs are more pronounced than differences between sub-groups.

The deans/chairs who indicated graduate schools and business/industry as sources of newly hired faculty tended to rate the new faculty less well prepared in teaching than the total group ratings. Those who used other two-year colleges as a recent source tended to rate teaching higher than total group means. In contrast, administrators who indicated graduate schools, four-year colleges and government/public sector as recent sources, tended to rate faculty higher than the mean for teaching.

On the factor, student needs and characteristics, deans who indicated government as a source tended to rate faculty higher but administrators using the same source tended to give lower ratings. Regarding the factor of commitment to community-technical college, administrators employing from government/public sector tended to rate faculty higher than total group means.

Respondent Recommendations for New Policies and Programs

The final question of the surveys for deans/chairs and administrators offered ten policies, programs or activities and requested respondents to indicate those they felt were needed to meet future faculty needs. Table 35 lists the options provided, the frequency percentages of options chosen and the resulting ranking of the options.

Table 35

New Policies or Programs Needed to Help Insure Sufficient, Qualified Faculty

Rank	Percent of Deans/Chairs Indicating Yes		Percent of Admin. Indicating Yes	Rank
7	51.2%	SUNY system-wide recruitment activities	66.7%	7
5	62.3%	*Graduate programs targeted to community college careers	86.1%	4
1	95.9%	*Salary incentives to increase competitiveness	90.4%	2
8	49.0%	More flexible use of professionals in community	54.9%	8.5
9	48.1%	Innovative exchange and sharing of personnel	70.8%	6
10	39.1%	More active recruitment of experienced retirees	54.9%	8.5
6	56.5%	Identification and nurturing of outstanding students	73.6%	5
4	79.0%	Improvement of working conditions and student load	53.5%	10
2	85.9%	*Enhancement of professional development opportunities	87.5%	3
3	82.1%	*Increased public awareness of teaching careers	91.7%	1

NOTE: N = 486 deans/chairpersons; N = 78 administrators

The responses clearly show that administrators feel new actions need to be taken since a majority checked every alternative. Four potential activities received affirmations from more than 85% of the administrator respondents.

- Increased awareness of teaching career opportunities (91.7%)
- Salary incentives to increase competitiveness (90.4%)
- Enhancement of professional development opportunities (87.5%)
- Graduate programs targeted to community college careers (86.1%)

The deans/chairs' responses were not quite as unanimous but they exceeded the administrators' frequency on salary incentives (95.9%), and strongly supported enhancement of professional development opportunities (85.9%) and increased awareness of teaching careers in two-year colleges (82.1%). More deans/chairs affirmed improvement of working conditions and student load (79.0%) than administrators (53.5%) but targeted graduate programs were selected less frequently (62.3%).

The four program alternatives with highest frequencies listed by administrators were also included in the five highest frequency choices for the deans/chairs. The strength of this agreement between the two groups was confirmed by performance of a Spearman rank order correlation statistic that resulted in a finding of Rho = .663, significant at the .05 level. Combined rankings of deans/chairpersons and administrators show that the four starred (*) action alternatives are clearly favored by the two groups of respondents.

Thinking that deans/chairs' and administrators' responses to the policy and program recommendations may be related to the sources from which faculty have recently been recruited, the relationship between the two variables was examined. Of the deans/chairs who indicated secondary

schools and two-year colleges as recent sources of new faculty, a greater percentage affirmed the targeted graduate program recommendation (74% to 76%) than the total group's frequency (62%). Among administrators who indicated self-employed/private practice as a recent source of new faculty, a greater percentage affirmed the recommendation for SUNY-wide recruitment (79%) than the total group frequency (67%).

Reasoning that respondents' highest degree may impact their opinions about a targeted graduate degree program, relationships between those variables were analyzed. Deans/chairs who hold a Ph.D. or J.D. tend to affirm targeted graduate program less frequently while those with an Ed.D. tend to affirm flexible use of professionals in the community more frequently. Those with doctorates, regardless of which degree, tend to select identification and nurturing of outstanding students less frequently. No differences that warrant reporting were found among administrators by highest degree earned.

In summary, although there is some support for all of the ten new policies, programs and activities offered in the survey, four choices have the greatest concentration of support from both groups of respondents: salary incentives to increase competitiveness, increased public awareness of teaching careers in community and technical colleges, enhancement of professional development opportunities and graduate programs targeted to community college careers.

VII. SUMMARY AND CONCLUSIONS

The purposes of the study were to profile current full-time faculty, deans/chairpersons and academic administrators, and to identify future academic personnel replacement needs. The principal research methodology was a census-like survey mailed to the 30 SUNY community colleges and 6 SUNY technical and agricultural and technical colleges. Presidents at each college were asked to arrange for local administration of the instruments for all full-time faculty, division/department deans and chairpersons and central academic affairs administrators. Usable forms were received from 3,252 faculty, 486 deans/chairpersons and 78 administrators from the 36 colleges. Individual response rates for each college vary from 30% to 93%. The response rate for full-time faculty statewide is 62%.

Faculty Profile Summary

Based on the responses, the full-time faculty at the 36 SUNY two-year colleges can be described as 61% male, 92% white. The average age of male faculty is 46, female faculty 42. Fifty-eight percent (58%) of the faculty is 46 years of age or older.

The masters degree is the highest degree earned by 68% of the faculty, and 77% have their highest degree in their teaching field. In terms of experience, 31% have more than 21 years experience in their current position; 22% have six years or less.

Approximately one-quarter of the faculty hold the rank of assistant or associate professor and one-third are full professors. No one previous position predominates; 26% came from other college teaching, 23% from secondary school teaching and 23% from business/industry.

The faculty in New York, like community college faculty nationally, are generally satisfied with their position; 75% report being either extremely satisfied or quite satisfied. The least satisfying part of their position is reported as college committee work. The three most preferred foci for professional development opportunities are updating in subject content, increasing teaching effectiveness and conference/travel support.

During the next three years, 76% of the faculty plan to continue in their current position. By the year 2000 this reduces to 44% and in 20 years to 13%. Assuming everyone's retirement plans are fulfilled, no growth, and a constant staffing ratio, faculty replacement needs by program are estimated to range from 7% to 24% within three years, 16% to 57% by the year 2000 and 58% to 88% by the year 2010. Within the next 20 years more than three-quarters of the current total faculty will be leaving their positions. As the mid-1990's approach, the replacement rate can be expected to climb from the current estimate of about 2% annually to about 4% annually by 1995, a finding similar to Bowen and Schuster's predicted turnover rate (1986) for higher education.

Deans/Chairpersons Profile Summary

The division deans and department chairpersons of the 36 SUNY two-year colleges can be described as 74% male, 91% white and more than half between 46 and 55 years of age. Sixty-four percent (64%) have masters degrees and 26% doctoral degrees. Like faculty, for most (73%) the major field of their highest earned degree is their teaching area. Fifty-five percent (55%) have been in their current position six years or less and 29% have held the position eleven years or more. Essentially all (92%) hold faculty rank and a majority (63%) lead a

single as contrasted to a multi-field department. Fifty-five percent (55%) report their time allocated to teaching as 40% or less and an additional 14% report no teaching effort allocation in their position. During the next three years, 61% of the deans/chairs plan to continue in their current position. In ten years, the year 2000, only 18% plan to be in their current position. By the year 2010, only 4% plan to be in this position. These data indicate that eight of ten academic middle managers will change in the next ten years; nearly half will be retired while others will seek different administrative positions. Only 14% plan to return to full-time teaching.

Administrator Profile Summary

The administrators of the 36 SUNY community and technical colleges can be characterized as 76% male, 86% white, and more than 70% are in the 41-55 age category.

About 25% of the administrators hold masters degrees, 30% Ph.D and 32% Ed.D. as their highest degree. In contrast to faculty and deans/chairpersons, the major fields of their highest degree are diverse with 27% in teaching fields, 28% in administration, and 21% in other education-related areas. About 87% of the administrators have been in their positions for ten years or less, and of these, 36% less than four years. Of the responding administrators, 32% were presidents, 43% chief academic officers/deans of instruction and 25% associate or assistant deans.

More than 61% of administrators plan to continue in their current positions for the next three years, 13% by the year 2000 and 1.4% by 2010. Given fulfillment of their career plans, replacement rates for administrators can be expected to be 38% in the next three years, 87% by

the year 2000 and 99% by 2010. Given the differences in age ranges, future replacement rates for administrators are understandably significantly higher than faculty replacement rates but do tend to correlate more closely with deans/chairs.

Recent Recruitment Needs and Experiences

Using the retirement trend data derived from actual experience of 30 colleges, approximately 100 retirements can be expected each year until a larger percentage of current faculty reach the 61-65 age category. At that time, the early years of the next century, the number of retirements will increase proportionately. These data are consistent with the expected retirements based on the reported career plans of faculty, supporting conclusions drawn from those data.

Deans/chairpersons and administrators reported shortages or recruitment difficulties most frequently for computer science, engineering technologies, nursing/health technologies, mathematics and physical sciences. Fields with less frequent but notable shortages/difficulties were social and behavioral sciences, business, and hotel/restaurant management.

The most successful recruitment strategies have been ads in national, state and local newspapers. Peer-to-peer networking is also a fairly successful strategy.

The average ratio of applicants per vacancy during the past three years was reported by more than half of deans/chairs and administrators as 10:1 or greater. This suggests that for program areas not yet experiencing shortages a reasonable candidate pool does exist up to this time. The most frequent sources of recently hired faculty were other two-year and four-year colleges, business/industry and graduate schools.

The deans/chairs and administrators perceive the preparation of recently hired faculty to be quite satisfactory in subject area content but only about 50% rate recently hired faculty as well-prepared in teaching, knowledge of student needs/characteristics and commitment to the community or technical college.

Conclusions and Recommendations

Some major challenges face SUNY community and technical colleges in the next two decades. In the next ten years the colleges will have the problem of maintaining and increasing the quality of their academic programs while replacing more than half of their faculty and more than three-quarters of their academic leadership. Within two decades the replacement rate approaches 90% for both groups.

During the previous two decades many of the community colleges have been concerned with growth, stability, and deciding which new programs should be initiated among the many that were being recommended. Community colleges were developing and refining who they were and how they should be interacting with their local and state constituencies. The technical colleges were considering how community service and liberal arts fit into their changing mission as they questioned their agricultural roots and began to develop ways to accommodate specialized baccalaureate degree programs. Now all SUNY community and technical colleges have the challenge of deciding what they will be in another two decades due to the need to replace nearly all of their full-time academic staff.

The problems of recruiting sufficient numbers of quality faculty in the near future will probably not be significantly different from those recently encountered. The technology fields that have already

given colleges recruiting problems will continue to be areas of difficulty. Competing with salaries available from business and industry will make qualified candidates in the engineering sciences and health fields as scarce as they have been. If some of the predictions from the national level come to pass regarding doctoral graduate shortages in the humanities and social sciences, the squeeze with those areas will undoubtedly be felt by SUNY community and technical colleges as well.

Other factors of future faculty supply involve changes that are beginning in elementary and secondary education certification programs. As teacher education programs become masters degree programs requiring five or six years to complete, there may be more secondary level teacher aspirants who might be recruitable to two-year colleges, or there may be fewer in the pipeline because of the time commitment of the programs. One thing appears certain; as secondary teaching salaries rise significantly under the new professionalism, the pressure on higher education to increase will continue, just when supply problems are mounting.

At this juncture the recommendations from the respondents to this study appear to be very much on target. Use of salary incentives to increase competitiveness is a legitimate strategy and one used liberally in many circles to encourage recruitment of the most qualified individuals. Within education, however, such incentives could have implications for faculty morale, negotiated contracts and budget allocations. While it is well understood that recruiting in certain fields where shortages of faculty have been and will continue to occur (computer science and engineering technologies for example) would be

enhanced by use of salary incentives, unions may resist differential wages based on supply rather than training and experience. For many colleges under current budgetary procedures, incentive pay may be an unreasonable approach particularly if it results in new faculty receiving higher compensation than continuing faculty.

An increase in public awareness of teaching at community and technical colleges was strongly supported by the survey data. Generally the public, and particularly the graduate student, does not perceive "teaching at a two-year college" as a definitive career plan like they seem to perceive teaching at elementary and secondary levels or four-year colleges. Increasing awareness and upgrading of the image of the career should raise the public consciousness and, in time, facilitate recruitment. Strategies for increased public awareness would probably be most effective if led by a centralized source within SUNY. This logically leads to SUNY-wide recruitment activities, another new activity recommended by more than half of the respondents.

Several other recommended procedures, consideration of community professionals, experienced retirees, and outstanding students as potential resources for two-year college faculty, relate to increased public awareness and support SUNY-wide recruitment and the promotion of interest in careers. But the keystone to these and other recommendations is the presence of a graduate program targeted to careers in the community and technical colleges. Currently one does not exist in New York State that is dedicated to the development of a career path solely for these unique institutions.

Once a targeted graduate program becomes operational it becomes the legitimizing factor for promoting teaching and administrative

careers at the two-year college level. A targeted program would provide the reason for efforts to promote teaching careers at the community and technical college as a valid career path, and one or more existing graduate programs may also assist in providing the leadership and resources to address another recommendation, enhancement of professional development opportunities. The targeted graduate program could become the long-range goal for outstanding two-year college students who might be identified as potential future faculty members.

The challenge presented by future replacement needs is an opportunity for SUNY leaders and graduate educators to formulate policies and programs that will have a positive impact on comprehensive educational offerings of SUNY two-year colleges for many years to come. While any one of the recommendations might possibly be addressed without a targeted graduate program, its existence would in many ways be the most significant action step in addressing the future supply of qualified faculty for our SUNY community and technical colleges.

Reference List

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Winter, G.M., & Fadale, L.M. (September 1983). A profile instructional personnel in New York State postsecondary occupational education. Albany, NY: Two-Year College Development Center, State University of New York, Albany.

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APPENDIX A

A Census of Full-Time Instructional Personnel in SUNY Community and Technical Colleges

INSTITUTIONAL RESEARCHER SURVEY

Directions: *This data collection form is part of a statewide research project conducted by the Two-Year College Development Center, University at Albany, in cooperation with the Office of Community Colleges, State University of New York Central Administration. This instrument seeks information regarding the faculty members who have retired from your institution during the past three years. We are requesting these data in order to identify trends regarding retirement which will help in interpreting data currently being collected from faculty members.*

Name & Title: _____

College: _____

1. For each of the following academic years, please respond as indicated for each full-time faculty retiree.

1986-87 Total number retired: _____

Retiree #	Age	Gender	Teaching Area	# Years Service at this College
1				
2				
3				
4				
5				
6				
7				
8				

(Please add lines if necessary.)

(Over please...)

1987-88 Total number retired: _____

Retiree #	Age	Gender	Teaching Area	# Years Service at this College
1				
2				
3				
4				
5				
6				
7				
8				

1988-89 Total number retired: _____

Retiree #	Age	Gender	Teaching Area	# Years Service at this College
1				
2				
3				
4				
5				
6				
7				
8				

1989-90 Projected number of retirements (if known): _____

Retiree #	Age	Gender	Teaching Area	# Years Service at this College
1				
2				
3				
4				
5				
6				
7				
8				

Thank you for your cooperation.

A CENSUS OF FULL-TIME INSTRUCTIONAL PERSONNEL IN SUNY COMMUNITY AND TECHNICAL COLLEGES

INSTRUCTION SHEET - ADMINISTRATOR FORM

Purpose: This survey is part of a statewide research project conducted by the Two-Year College Development Center, University at Albany, in cooperation with the Office of Community Colleges, State University of New York Central Administration. We are seeking information from all full time faculty and administrators at SUNY community and technical colleges to assist SUNY in planning for instructional personnel needs.

General Directions: Use a number 2 or softer lead pencil. Make all marks in the response circles as dark and glossy as possible. Erase completely any stray marks or if you change your answer. Be sure to complete all requested information.

SECTION I: Use answer boxes at top of answer sheet.

IDENTIFICATION CODES (see page 3)

Column 1-2 - Refer to Code Sheet (College) and fill in the number corresponding to your institution in columns 1 and 2.

Column 3 - Refer to Code Sheet (Position) and fill in the number corresponding to your position in column 3.

SPECIAL CODES (see page 4)

Column A - Refer to Code Sheet (Highest Earned Degree) and fill in corresponding number of degree.

Column B - Refer to Code Sheet (Major Field of Highest Degree) and fill in corresponding number of field.

Column C - Refer to Code Sheet (Age) and fill in corresponding number of your age category.

Column D - Refer to Code Sheet (Ethnic Background) and fill in appropriate corresponding number.

GENERAL CODES The General Codes answer box must be used to respond to the following question.

In what programs have shortages or difficulties in recruiting qualified faculty already been experienced?

Column K-L - Refer to Code Sheet, page 4, in order to respond.

Column M-N
Column O-P
Column Q-R
Column S-T

} Use as needed for identification of additional programs already experiencing faculty shortages; refer to same codes.

SEX CODES

Fill in M (male) or F (female)

SECTION II:

Responses to items #1 through #12 are to be recorded on the answer sheet. **Blacken the number of your response in the appropriate answer row.**

CODE SHEET

IDENTIFICATION CODES — ADMINISTRATOR FORM

Column 1-2: College Code

Community Colleges		Fashion Institute	09	North Country	20	*Agricultural and Technical Colleges*	
Adirondack	00	Fulton-Montgomery	10	Onondaga	21	Alfred	30
Broome	01	Genesee	11	Orange County	22	Canton	31
Cayuga County	02	Herkimer	12	Rockland	23	Cobleskill	32
Clinton	03	Hudson Valley	13	Schenectady County	24	Delhi	33
Columbia-Greene	04	Jamestown	14	Suffolk County	25	Farmingdale	34
Comm. College of the Finger Lakes	05	Jefferson	15	Sullivan County	26	Morrisville	35
Corning	06	Mohawk Valley	16	Tompkins-Cortland	27		
Dutchess	07	Monroe	17	Ulster County	28		
Erie	08	Nassau	18	Westchester	29		
		Niagara County	19				

Column 3: Position Code

President	0	Dean of Instruction	2
Chief Academic Officer	1	Assoc/Asst Dean of Instruction	3

Go to Special Codes answer box.

SPECIAL CODES

Column A: Highest Earned Degree Code

Associate	0	Doctorate - Ph.D.	4
Baccalaureate	1	- Ed.D.	5
Masters	2	- D.A.	6
Certificate of Advanced Study	3	- J.D.	7
		Other	8

Column B: Major Field of Highest Degree Code

In your teaching field	0	In other education-related areas	3
In administration	1	In a field *not* related to education	
In counseling/student affairs	2	(and not your primary teaching field)	4

Column C: Age Code

25 or less	0	46 - 50	5
26 - 30	1	51 - 55	6
31 - 35	2	56 - 60	7
36 - 40	3	61 - 65	8
41 - 45	4	More than 65	9

Column D: Ethnic Background Code

White/non-Hispanic	0	Native American Indian	3
Hispanic	1	Asian/Pacific Islander	4
Black/non-Hispanic	2		

Go to General Codes Box.

GENERAL CODES

Column K-L: Code for discipline/program in which shortages or difficulties in recruiting qualified candidates have already been experienced:

Agriculture, Forestry & Conservation	00	Hotel & Restaurant Technologies	17
Applied/Commercial Arts	01	Law	18
Anthropology	02	Library Services & Professions	19
Architecture & Related Professions	03	Mathematics	20
Biological Sciences	04	Mechanical Engineering Sciences & Technologies	21
Broadcasting/Communications Technologies	05	Music	22
Business	06	Nursing	23
Civil Engineering Science & Technologies	07	Other Engineering Technologies	24
Computer Sciences & Technologies	08	Other Health Science Technologies	25
Dental Hygiene	09	Other Liberal Arts/Humanities	26
Developmental/Remedial Studies	10	Philosophy	27
Education	11	Physical Sciences	28
Electrical/Electronic Engineering Science & Technologies	12	Psychology	29
English	13	Public Services & Professions	30
Fine Arts	14	Sociology	31
Foreign Languages	15	Veterinary & Animal Sciences	32
Home Economics, Food Science & Technologies	16	Other Social and Behavioral Sciences	33

Column M-N
Column O-P
Column Q-R
Column S-T

Use as needed for identification of additional programs already experiencing faculty shortages; refer to same codes.

Go to Sex Code Box.

SEX CODE

Males - M Females - F

Go to Section II items that are printed on the answer sheet.

SECTION I

SUNY A FORM S-01A

IDENTIFICATION NUMBER: 1 2 3

SPECIAL CODES: A B C D E F G H I J

GENERAL CODES: K L M N O P Q R S T

DATE: MO YR

SEX: F M

EDUCATION

DO NOT WRITE IN THIS SPACE

A CENSUS OF FULL-TIME INSTRUCTIONAL PERSONNEL IN SUNY COMMUNITY AND TECHNICAL COLLEGES

ADMINISTRATOR FORM

SECTION II

1. How long have you held your current position?
   1. Less than 1 year 3. 4-6 years 5. 11-15 years 7. 21-25 years
   2. 1-3 years 4. 7-10 years 6. 16-20 years 8. More than 25 years

2. On a college-wide basis, how many new full-time faculty do you anticipate having to recruit by September 1990?
   1. 1-3 2. 4-6 3. 7-10 4. 11-20 5. 21-35 6. More than 35

3. On a college-wide basis, please estimate your average annual need for new full-time faculty over the next three years.
   1. 1-3 2. 4-6 3. 7-10 4. 11-20 5. 21-35 6. More than 35

4. Of the anticipated vacancies in item 3, what percentage will likely be filled by part-time faculty rather than full-time replacements?
   1. none, all full-time 2. 1 - 10% 3. 11 - 24% 4. 25 - 49% 5. 50 - 74% 6. 75% or more

5. What has been the average ratio of applicants per faculty vacancy during the past three years ?
   1. 2:1 2. 5:1 3. 10:1 4. 20:1 5. 30:1 6. > 30:1 7. Don't know

6. a. Considering all recruitment strategies used, in your opinion which procedure has been **most** successful?
   1. Local newspaper
   2. Professional association/journal
   3. College placement service
   4. Selected newspapers across the state
   5. Chronicle or other national papers
   6. Selected businesses/area employers
   7. Peer-to-peer networking
   8. Don't know

   b. Which of the above procedures has been the **second** most successful recruitment strategy?

7. From what sources have your most recently hired faculty been recruited?

a. Graduate school	1. Yes	2. No	e. Other two-year colleges	1. Yes	2. No
b. Business and industry	1. Yes	2. No	f. Four-year colleges	1. Yes	2. No
c. Military	1. Yes	2. No	g. Private practice/self-employed	1. Yes	2. No
d. Secondary schools	1. Yes	2. No	h. Government/public sector	1. Yes	2. No

8. How would you generally assess the knowledge and preparation of faculty members employed during the last three years?

a. Subject area content	1. well-prepared	2. acceptable	3. marginal
b. Teaching	1. well-prepared	2. acceptable	3. marginal
c. Student needs and characteristics	1. well-prepared	2. acceptable	3. marginal
d. Commitment to the community or technical college	1. well-prepared	2. acceptable	3. marginal

1. 2. 3. 4. 5. 6. 7. 8. 9. 0.
6. a b
7. a b c d e f g h
8. a b c d

- continued over -

9. From your perspective, what new policies, programs and/or supply mechanisms will be needed to insure sufficient numbers of qualified individuals to fill future faculty vacancies?

a. SUNY system-wide recruitment activities	1. Yes	2. No
b. Graduate programs targeted to prepare for careers in community colleges	1. Yes	2. No
c. Salary incentives to increase competitiveness	1. Yes	2. No
d. More flexible use of employed professionals in the community	1. Yes	2. No
e. Innovative exchange and sharing of personnel	1. Yes	2. No
f. More active recruitment of experienced early retirees	1. Yes	2. No
g. Identify and nurture outstanding students as potential future staff members	1. Yes	2. No
h. Improve working conditions and student load	1. Yes	2. No
i. Enhance professional development opportunities	1. Yes	2. No
j. Increased public awareness of teaching careers in community and technical colleges	1. Yes	2. No

10. Which statement best describes your current career plans for the next three years?
1. To continue in my current position
2. To seek a similar position at another community or technical college
3. To seek a position at a four-year institution
4. To return to full-time teaching
5. To retire
6. To seek a position in business, industry, or in a field outside of education
7. Undecided

11. By the year 2000, I expect to:
1. Be in my current position
2. Be at another college in a similar position
3. Be retired
4. Be employed outside the field of education
5. Be a full-time faculty member
6. Be in a higher level administrative position

12. Using the choices given in item 11, what do you expect to be doing in the year 2010?

9. a
b
c
d
e
f
g
h
i
j
10.
11.
12.

If you wish to share additional comments, please attach a separate sheet.
Thank you for your cooperation

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GENERAL PURPOSE QUESTIONNAIRE

INSTRUCTIONS

Use a number 2 or softer lead pencil.
Make all marks in the response circles.
They should be dark and glossy, as shown below.

Do not make any stray marks.
Erase completely if you change your mind.
Mark any requested information on the reverse side.

INCORRECT MARKS ✓ ✗ ○ ●

CORRECT MARKS ① ● ③ ④

89

SUNY A FORM S-01A

A CENSUS OF FULL-TIME INSTRUCTIONAL PERSONNEL IN SUNY COMMUNITY AND TECHNICAL COLLEGES

INSTRUCTION SHEET - DEAN/CHAIRPERSON FORM

Purpose: This survey is part of a statewide research project conducted by the Two-Year College Development Center, University at Albany, in cooperation with the Office of Community Colleges, State University of New York Central Administration. We are seeking information from all full time faculty and administrators at SUNY community and technical colleges to assist SUNY in planning for instructional personnel needs.

General Directions: Use a number 2 or softer lead pencil. Make all marks in the response circles as dark and glossy as possible. Erase completely any stray marks or if you change your answer. Be sure to complete all requested information.

SECTION I: Use answer boxes at the top of the answer sheet.

IDENTIFICATION CODES (see page 3)

Column 1-2 - Refer to Code Sheet (College) and fill in the number corresponding to your institution in columns 1 and 2.

Column 3 - Refer to Code Sheet (Position) and fill in the number corresponding to your position in column 3.

Column 4-5 - Refer to Code Sheet (Principal Area of Responsibility) and fill in the number corresponding to your teaching field.

Column 6-7
Column 8-9 } To be used, if appropriate, for additional areas of responsibility.

SPECIAL CODES (see page 4)

Column A - Refer to Code Sheet (Highest Earned Degree) and fill in corresponding number of your degree.

Column B - Refer to Code Sheet (Major Field of Highest Degree) and fill in corresponding number of field.

Column C - Refer to Code Sheet (Age) and fill in corresponding number of your age category.

Column D - Refer to Code Sheet (Ethnic Background) and fill in appropriate corresponding number.

GENERAL CODES The General Codes answer box must be used to respond to the following question.

In what programs have shortages or difficulties in recruiting qualified faculty recently been experienced?

Column K-L Refer to previous codes for program areas (used in Identification, Column 4-5) to respond to this question.

Column M-N
Column O-P
Column Q-R
Column S-T } Use as needed for identification of additional programs **already experiencing faculty shortages;** refer to same codes.

SEX CODES (see page 4)

Fill in M (male) or F (female)

SECTION II:

Responses to items #1 through #13 are to be recorded on the answer sheet. **Blacken the number of your response in the appropriate answer row.**

CODE SHEET

IDENTIFICATION CODES — DEAN/CHAIRPERSON FORM

Column 1-2: College Code

Community Colleges
Adirondack 00
Broome 01
Cayuga County 02
Clinton 03
Columbia-Greene 04
Comm. College of the Finger Lakes 05
Corning 06
Dutchess 07
Erie 08
Fashion Institute 09
Fulton-Montgomery 10
Genesee 11
Herkimer 12
Hudson Valley 13
Jamestown 14
Jefferson 15
Mohawk Valley 16
Monroe 17
Nassau 18
Niagara County 19
North Country 20
Onondaga 21
Orange County 22
Rockland 23
Schenectady County 24
Suffolk County 25
Sullivan County 26
Tompkins-Cortland 27
Ulster County 28
Westchester 29

Agricultural and Technical Colleges
Alfred 30
Canton 31
Cobleskill 32
Delhi 33
Farmingdale 34
Morrisville 35

Column 3: Position Code

Dean, Multiple Departments 0
Dean, Single Department 1
Chair, Multiple Departments 2
Chair, Single Department 3

Column 4-5: Principal Area of Program Responsibility Code

Agriculture, Forestry & Conservation 00
Applied/Commercial Arts 01
Anthropology 02
Architecture & Related Professions 03
Biological Sciences 04
Broadcasting/Communications Technologies 05
Business 06
Civil Engineering Science & Technologies 07
Computer Sciences & Technologies 08
Dental Hygiene 09
Developmental/Remedial Studies 10
Education 11
Electrical/Electronic Engineering Science & Technologies 12
English 13
Fine Arts 14
Foreign Languages 15
Home Economics, Food Science & Technologies 16
Hotel & Restaurant Technologies 17
Law 18
Library Services & Professions 19
Mathematics 20
Mechanical Engineering Sciences & Technologies 21
Music 22
Nursing 23
Other Engineering Technologies 24
Other Health Science Technologies 25
Other Liberal Arts/Humanities 26
Philosophy 27
Physical Sciences 28
Psychology 29
Public Services & Professions 30
Sociology 31
Veterinary & Animal Sciences 32
Other Social and Behavioral Sciences 33

Column 6-7
Column 8-9 } **Use, if needed, for multiple program area responsibilities; refer to above code.**

Go to Special Codes Answer Box

SPECIAL CODES

Column A: Highest Earned Degree Code

Associate	0	Doctorate - Ph.D.	4
Baccalaureate	1	- Ed.D.	5
Masters	2	- D.A.	6
Certificate of Advanced Study	3	- J.D.	7
		Other	8

Column B: Major Field of Highest Degree Code

In your teaching field	0	In other education-related areas	3
In administration	1	In a field *not* related to education and not your primary teaching field	4
In counseling/student affairs	2		

Column C: Age Code

25 or less	0	46 - 50	5
26 - 30	1	51 - 55	6
31 - 35	2	56 - 60	7
36 - 40	3	61 - 65	8
41 - 45	4	More than 65	9

Column D: Ethnic Background Code

White/non-Hispanic	0	Native American Indian	3
Hispanic	1	Asian/Pacific Islander	4
Black/non-Hispanic	2		

Go to General Codes, Section I, page 1, and respond to the question on current faculty shortages.

Go to Sex Codes Answer Box

SEX CODES

Male - M Female - F

Go to Section II items that are printed on the answer sheet

SECTION I

SUNY A FORM S 01A

IDENTIFICATION NUMBER (1 2 3 4 5 6 7 8 9)

SPECIAL CODES (A B C D E F G H I J)

GENERAL CODES (K L M N O P Q R S T)

DATE (MO YR)

SEX (F M)

EDUCATION

DO NOT WRITE IN THIS SPACE

A CENSUS OF FULL-TIME INSTRUCTIONAL PERSONNEL IN SUNY COMMUNITY AND TECHNICAL COLLEGES

DEAN/CHAIR FORM

SECTION II

1. Do you have a faculty appointment? 1. Yes 2. No

2. Approximately what percentage of your time is allocated to teaching?
   1. 20% or less 2. 21% - 40% 3. 41% - 60% 4. 61% - 80% 5. None

3. How long have you held your current position?
   1. Less than 1 yr. 3. 4-6 years 5. 11-15 years 7. 21-25 years
   2. 1-3 years 4. 7-10 years 6. 16-20 years 8. More than 15 years

4. a. For your area(s) of responsibility, how many new full-time faculty do you anticipate having to recruit by September 1990?
   1. 1-3 2. 4-6 3. 7-10 4. 11-20 5. 21-35 6. More than 35

4. b. For your area(s) please estimate average annual need for new full-time faculty for the three-year period following 1990-1991.
   1. 1-3 2. 4-6 3. 7-10 4. 11-20 5. 21-35 6. More than 35

5. Of the anticipated vacancies in item 4b, what percentage will likely be filled by part-time faculty rather than full-time replacements?
   1. none, all full-time 2. 1-10% 3. 11-24% 4. 25-49% 5. 50-74% 6. 75% or more

6. What has been the average ratio of applicants per faculty vacancy in your area during the past three years ?
   1. 2:1 2. 5:1 3. 10:1 4. 20:1 5. 30:1 6. > 30:1 7. Don't know

7. a. Considering all recruitment strategies used, in your opinion which procedure has been **most** successful?
   1. Local newspaper
   2. Professional association/journal
   3. College placement service
   4. Selected newspapers across the state
   5. Chronicle or other national papers
   6. Selected businesses/area employers
   7. Peer-to-peer networking
   8. Don't know

7. b. Which of the above procedures has been the **second** most successful recruitment strategy?

8. From what sources have your most recently hired faculty been recruited?

a. Graduate school	1. Yes	2. No	e. Other two-year colleges	1. Yes	2. No
b. Business and industry	1. Yes	2. No	f. Four-year colleges	1. Yes	2. No
c. Military	1. Yes	2. No	g. Private practice/self employed	1. Yes	2. No
d. Secondary schools	1. Yes	2. No	h. Government/public sector	1. Yes	2. No

1. 2. 3. 4. a b 5. 6. 7. a b 8. a b c d e f g h

- continued over -

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9. How would you generally assess the knowledge and preparation of faculty members employed during the last three years?

a. Subject area content	1. well-prepared	2. acceptable	3. marginal
b. Teaching	1. well-prepared	2. acceptable	3. marginal
c. Student needs and characteristics	1. well-prepared	2. acceptable	3. marginal
d. Commitment to the community or technical college	1. well-prepared	2. acceptable	3. marginal

10. From your perspective, what new policies, programs and/or supply mechanisms will be needed to insure sufficient numbers of qualified individuals to fill future faculty vacancies?

a. SUNY system-wide recruitment activities	1. Yes	2. No
b. Graduate programs targeted to prepare for careers in community colleges	1. Yes	2. No
c. Salary incentives to increase competitiveness	1. Yes	2. No
d. More flexible use of employed professionals in the community	1. Yes	2. No
e. Innovative exchange and sharing of personnel	1. Yes	2. No
f. More active recruitment of experienced early retirees	1. Yes	2. No
g. Identify and nurture outstanding students as potential future staff members	1. Yes	2. No
h. Improve working conditions and student load	1. Yes	2. No
i. Enhance professional development opportunities	1. Yes	2. No
j. Increased public awareness of teaching careers in community and technical colleges	1. Yes	2. No

11. Which statement best describes your current career plans for the next three years?

1. To continue in my current position
2. To seek a similar position at another community or technical college
3. To seek a position at a four-year institution
4. To return to full-time teaching
5. To retire
6. To seek a position in business, industry, or in a field outside of education
7. Undecided

12. By the year 2000, I expect to:

1. Be in my current position
2. Be at another college in a similar position
3. Be retired
4. Be employed outside the field of education
5. Be a full-time faculty member
6. Be in a higher level administrative position

13. Using the choices given in item 12, what do you expect to be doing in the year 2010?

9. a	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
b	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
c	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
d	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
10. a	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
b	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
c	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
d	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
e	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
f	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
g	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
h	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
i	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
j	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
11.	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
12.	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
13.	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

If you wish to share additional comments, please attach a separate sheet.
Thank you for your cooperation

UNIVERSITY AT ALBANY
COMPUTING CENTER

GENERAL PURPOSE QUESTIONNAIRE

INSTRUCTIONS

Use a number 2 or softer lead pencil.
Make all marks in the response circles.
They should be dark and glossy, as shown below.

Do not make any stray marks.
Erase completely if you change your mind.
Mark any requested information on the reverse side.

INCORRECT MARKS ⊗ ✓ ◔ ●

CORRECT MARKS ① ● ③ ④

74

SUNY A FORM S-01A

A CENSUS OF FULL-TIME INSTRUCTIONAL PERSONNEL IN SUNY COMMUNITY AND TECHNICAL COLLEGES

INSTRUCTION SHEET - FACULTY FORM

Purpose: This survey is part of a statewide research project conducted by the Two-Year College Development Center, University at Albany, in cooperation with the Office of Community Colleges, State University of New York Central Administration. We are seeking information from all full time faculty and administrators at SUNY community and technical colleges to assist SUNY in planning for instructional personnel needs.

General Directions: Use a number 2 or softer lead pencil. Make all marks in the response circles as dark and glossy as possible. Erase completely any stray marks or if you change your answer. Be sure to complete all requested information.

SECTION I: Use answer boxes at the top of the answer sheet.

IDENTIFICATION CODES (see page 3)

Column 1-2 - Refer to Code Sheet (College) and fill in the number corresponding to your institution in column 1 and 2.

Column 3 - Refer to Code Sheet (Position) and fill in the number corresponding to your position in column 3.

Column 4-5 - Refer to Code Sheet (Principal Teaching Field) and fill in the number corresponding to your teaching field.

Column 6 - Refer to Code Sheet (Programs) and fill in the number corresponding to your program.

SPECIAL CODES (see page 4)

Column A - Refer to Code Sheet (Highest Earned Degree) and fill in corresponding number of degree.

Column B - Refer to Code Sheet (Major Field of Highest Degree) and fill in corresponding number of field.

Column C - Refer to Code Sheet (Age) and fill in corresponding number of your age category.

Column D - Refer to Code Sheet (Ethnic Background) and fill in appropriate corresponding number.

SEX CODES (see page 4)

Fill in M (male) or F (female)

SECTION II:

Begin with Item A. Fill in the number of your response in answer row identified as A. Continue in a similar manner for all items through H. **Be sure to respond in appropriate answer row as identified.**

Please return the completed form to the individual or office as indicated at your college.

Thank you for your cooperation.

CODE SHEET

IDENTIFICATION CODES — FACULTY FORM

Column 1-2: College Code

Community Colleges		Fashion Institute	09	North Country	20	*Agricultural and Technical Colleges*	
Adirondack	00	Fulton-Montgomery	10	Onondaga	21	Alfred	30
Broome	01	Genesee	11	Orange County	22	Canton	31
Cayuga County	02	Herkimer	12	Rockland	23	Cobleskill	32
Clinton	03	Hudson Valley	13	Schenectady County	24	Delhi	33
Columbia-Greene	04	Jamestown	14	Suffolk County	25	Farmingdale	34
Comm. College of the Finger Lakes	05	Jefferson	15	Sullivan County	26	Morrisville	35
Corning	06	Mohawk Valley	16	Tompkins-Cortland	27		
Dutchess	07	Monroe	17	Ulster County	28		
Erie	08	Nassau	18	Westchester	29		
		Niagara County	19				

Column 3: Position Code

Professor	0	Instructor	3
Associate Professor	1	Lecturer	4
Assistant Professor	2	Other	5

Column 4-5: Principal Teaching Field Code

Agriculture, Forestry & Conservation	00	Hotel & Restaurant Technologies	17
Applied/Commercial Arts	01	Law	18
Anthropology	02	Library Services & Professions	19
Architecture & Related Professions	03	Mathematics	20
Biological Sciences	04	Mechanical Engineering Sciences & Technologies	21
Broadcasting/Communications Technologies	05	Music	22
Business	06	Nursing	23
Civil Engineering Science & Technologies	07	Other Engineering Technologies	24
Computer Sciences & Technologies	08	Other Health Science Technologies	25
Dental Hygiene	09	Other Liberal Arts/Humanities	26
Developmental/Remedial Studies	10	Philosophy	27
Education	11	Physical Sciences	28
Electrical/Electronic Engineering Science & Technologies	12	Psychology	29
English	13	Public Services & Professions	30
Fine Arts	14	Sociology	31
Foreign Languages	15	Veterinary & Animal Sciences	32
Home Economics, Food Science & Technologies	16	Other Social and Behavioral Sciences	33

Column 6: Principal Program Areas Code

Degree Credit Programs	0	Non-Credit Programs	2
Certificate Programs	1		

Go to Special Codes Answer Box.

SPECIAL CODES

Column A: Highest Earned Degree Code

Associate	0	Doctorate - Ph.D.	4
Baccalaureate	1	- Ed.D.	5
Masters	2	- D.A.	6
Certificate of Advanced Study	3	- J.D.	7
		Other	8

Column B: Major Field of Highest Degree Code

In your primary teaching field	0	In other education-related areas	3
In administration	1	In a field *not* related to education and not your primary teaching field	4
In counseling/student affairs	2		

Column C: Age Code

25 or less	0	46 - 50	5
26 - 30	1	51 - 55	6
31 - 35	2	56 - 60	7
36 - 40	3	61 - 65	8
41 - 45	4	More than 65	9

Column D: Ethnic Background Code

White/non-Hispanic	0	Native American Indian	3
Hispanic	1	Asian/Pacific Islander	4
Black/non-Hispanic	2		

Go to Sex Code Answer Box.

SEX CODES

Male - M Female - F

Go to Section II items printed on the answer sheet.

SECTION I

SUNY A FORM S-01A

IDENTIFICATION NUMBER	SPECIAL CODES	GENERAL CODES	DATE	SEX	EDUCATION
1 2 3 4 5 6	A B C D E F G H I J	K L M N O P Q R S T	MO YR	F M	1 5 9 13 2 6 10 14 3 7 11 15 4 8 12 16

DO NOT WRITE IN THIS SPACE

A CENSUS OF FULL-TIME INSTRUCTIONAL PERSONNEL IN SUNY COMMUNITY AND TECHNICAL COLLEGES

FACULTY FORM

SECTION II

A. Years of teaching experience at this institution:
1. Less than 1 year
2. 1-3 years
3. 4-6 years
4. 7-9 years
5. 10-15 years
6. 16-20 years
7. 21-25 years
8. More than 25 years

B. Previous position prior to joining this faculty:
1. Teaching at a two-year college
2. Teaching at a four-year college
3. Teaching at a secondary school
4. Student
5. Not employed
6. Business and industry
7. Military
8. Government or not-for-profit agency/association
9. Self-employed

C. How satisfied are you with your current faculty position?
1. Extremely satisfied
2. Quite satisfied
3. Somewhat satisfied
4. Not satisfied

D. Which aspect of your position gives you the **least** satisfaction?
1. Teaching
2. Dealing with needs of diverse student body
3. Research/scholarship
4. College committee work
5. Keeping updated in my content area
6. Academic advising
7. Community and service work

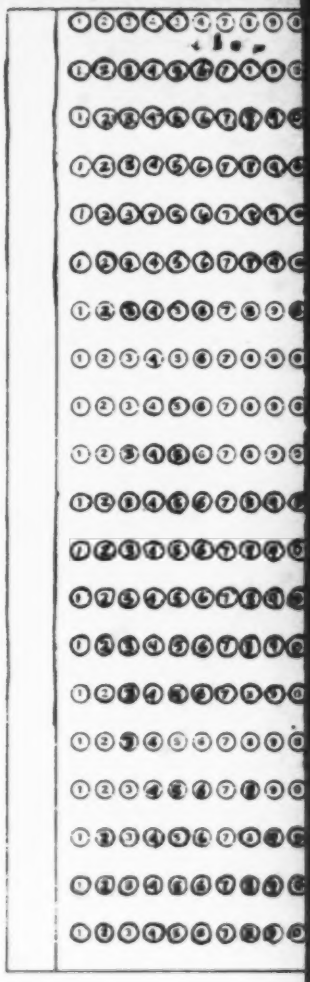
E. What would you prefer as a priority focus for professional development opportunities?
1. Increasing teaching effectiveness
2. More effective use of technology in instruction
3. Subject/content updating in my field
4. Assessment methods
5. Advising strategies
6. Personal health and wellness
7. Conference/travel support
8. Research procedures/support

F. Which statement best defines your current career plans during the next three years?
1. To continue in my current position
2. To seek a similar position at another community or technical college
3. To seek a position at a four-year institution
4. To seek an administrative position
5. To retire
6. To seek a position in business, industry, or in a field outside of education
7. Undecided

G. By the year 2000, I expect to:
1. continue teaching at this college
2. continue teaching at another college
3. be retired
4. be in another position outside of education
5. be in another position within education
6. be doing something different depending on opportunities

H. Using the choices given in item G, what do you expect to be doing in the year 2010?

A B C D E F G H



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ERIC Clearinghouse for
Junior Colleges

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END

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Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991